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ABSTRACT

The K-3 health curriculum developed during 1975-77 by teachers in small school districts working with district and state health education specialists presents student learning objectives and suggested activities, monitoring procedures and resources which are correlated to the 10 Goals for Washington Common Schools and the nine Small Schools Health Program Goals. The standard format indicates recommended grade placement for the objectives and activities and, wherever applicable, shows the relatedness of an objective to other curriculum areas. Major scope areas are alcohol education, anatomy and physiology (body parts and systems and human senses), dental health, disease education, family living (growth and development; what is a family?), food and nutrition, and health habits. (NEC)

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April 1978

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# SMALL SCHOOLS

# HEALTH CURRICULUM

## K-3

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SMALL SCHOOLS

# HEALTH CURRICULUM

K-3

Scope

Objectives

Activities

Resources

Monitoring Procedures

April, 1978

This is a publication of the Instructional Programs Division of the Superintendent of Public Instruction, Olympia, Washington

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## APPRECIATION

Many educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition for his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

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## INTRODUCTION

On the following pages you will find the Small Schools Health Curriculum Materials for grades kindergarten through third. Included are student learning objectives, suggested activities, suggested monitoring procedures, and possible resources. These materials were developed during the school years 1975 - 1977. Teachers in small districts worked with ESD, district and state health education specialists to develop health student learning objectives for grades kindergarten through third. Suggested activities, resources and some monitoring procedures have been identified for use in teaching to the objectives. Each health student learning objective has been correlated to the State Goals for Washington Common Schools and to broad program goals.

## ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

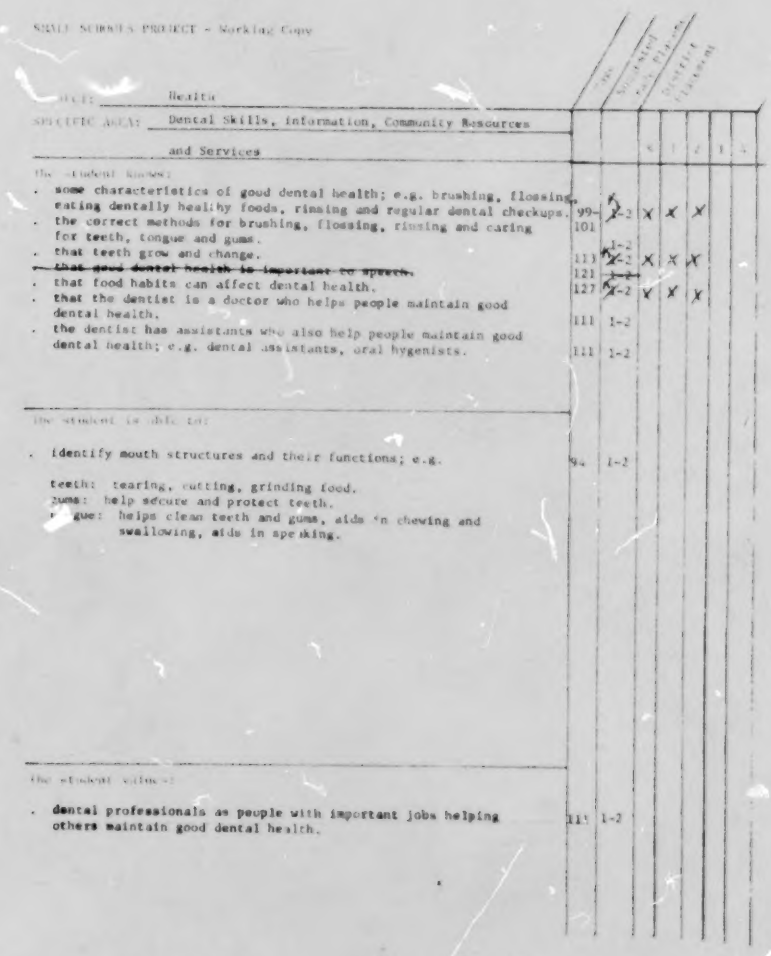
Small Schools Curriculum Guides are also available for the areas of reading, language arts, mathematics, science and social studies. Book covers and objective pages for all Small Schools Materials have been color-coded for each subject: Health--gold, Reading--green, Language arts--yellow, Mathematics--blue, Social Studies--buff, and Science--pink. On each objective page all objectives for an area of the scope are identified. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. Within each curriculum book the objectives have been correlated to the State Goals for Washington Common Schools and to the Small Schools Program Goals for that subject area.

## FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

### Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science, social studies or health. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledges, skills and values indicated by the objectives.



SMALL SCHOOLS PROJECT - Working Copy

AREA: Health

SPECIFIC AREA: Dental Skills, Information, Community Resources and Services

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The student knows: | | | | | | | |
| . some characteristics of good dental health; e.g. brushing, flossing, eating dentally healthy foods, rinsing and regular dental checkups. | 99-101 | 1-2 | X | X | X | | |
| . the correct methods for brushing, flossing, rinsing and caring for teeth, tongue and gums. | | 1-2 | | | | | |
| . that teeth grow and change. | 111 | 1-2 | X | X | X | | |
| ~~. that good dental health is important to speech.~~ | 121 | 1-2 | | | | | |
| . that food habits can affect dental health. | 127 | 1-2 | X | X | X | | |
| . that the dentist is a doctor who helps people maintain good dental health. | 111 | 1-2 | | | | | |
| . the dentist has assistants who also help people maintain good dental health; e.g. dental assistants, oral hygenists. | 111 | 1-2 | | | | | |
| The student is able to: | | | | | | | |
| . identify mouth structures and their functions; e.g. | 94 | 1-2 | | | | | |
| teeth: tearing, cutting, grinding food. | | | | | | | |
| gums: help secure and protect teeth. | | | | | | | |
| tongue: helps clean teeth and gums, aids in chewing and swallowing, aids in speaking. | | | | | | | |
| The student values: | | | | | | | |
| . dental professionals as people with important jobs helping others maintain good dental health. | 111 | 1-2 | | | | | |

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Format, continued

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT — Suggested Objective Placement 3

Student Learning Objective(s) The student knows many body systems, i.e., circulatory, respiratory, muscular, skeletal, nervous, digestive.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) Reading, Science

| Suggested Activities: Grade(s) 3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Take Joy<br>Group Size: entire class<br>Materials: film, Take Joy, American Cancer Society<br><br>Procedure(s):<br>. Show and discuss film Take Joy. Discussion points:<br>. What are some body systems? (Point to systems on charts as they are discussed.)<br>. What are some important parts of each system?<br>. In what ways does each system help us?<br>. "One body for life." What does this mean?<br>. What things are shown in film that could harm our body?<br>. What things do you want to know about the body?<br>Extension: Read to class or have students read Kaufman's book, pages 18, 34, 37-49, 52-59, 64-74.<br>Extension: Ask librarian for books on the body and display in classroom for students to find answers to some of their questions. Suggested titles:<br>. Smithline. ANSWERS ABOUT THE HUMAN BODY. Grosset and Dunlap.<br>. Zim. WHAT'S INSIDE ME. Morrow.<br>. Showers. HEAR YOUR HEART. Crowell.<br>. Goldsmith. ANATOMY FOR CHILDREN. Sterling.<br>. Watson. MY BODY -- HOW IT WORKS. Golden.<br>. Balestrino. THE SKELETON INSIDE YOU. Crowell. | The teacher observes that the student is interested, asks questions, and utilizes library books.<br><br>The student names and describes in simple terms, six body systems. | Charts:<br>--ANATOMY AND HEALTH. Learning World, 500 Westlake North, Seattle.<br>Film:<br>--TAKE JOY (Free loan) American Cancer Society, Washington Division, 323 First West, Seattle 98104<br>Book:<br>--Kaufman. HOW WE ARE BORN, GROW, WORK, AND LEARN. Golden Press.<br>--12 Cassettes. THE BODY I LIVE IN With student response books. Coronet, 65 East South Water St., Chicago, IL 60601. $97.00<br><br>District Resources |

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DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objectives

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

> Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.
>
> An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."
>
> Process Student Learning Objectives identify something the student is able to do, and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.
>
> An example of a Process Student Learning Objective is: "The student is able to associate a consonant sould with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observations, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher-made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.

## GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

## HEALTH PROGRAM GOALS
## (K-12)

1. The student has positive feelings about himself and all people.

2. The student has the knowledge and skills needed to ensure the physical and mental health of himself and others.

3. The student makes decisions and acts in ways which contribute to good personal and community health.

4. The student has a basic knowledge of human growth and development.

5. The student has knowledge and skills relative to safe living, accident prevention and emergency care.

6. The student knows the purposes served by the family in providing psychological security to its members and the reasons that families have been the basic unit in most societies.

7. The student knows the major local, national and global health problems and some of the ways in which they might be solved.

8. The student is familiar with, is able to evaluate and uses materials and services provided by individuals and/or organizations dedicated to solving health problems.

9. The student is knowledgeable about vocational opportunities in health and allied fields.

SMALL SCHOOLS PROJECT

HEALTH
SCOPE (K-3)

ALCOHOL EDUCATION.....1

ANATOMY AND PHYSIOLOGY - Body Parts and Systems...35

ANATOMY AND PHYSIOLOGY - Human Senses.....67

DENTAL HEALTH.....93

DISEASE EDUCATION.....141

FAMILY LIVING - Growth and Development.....167

FAMILY LIVING - What is a Family?.....191

FOOD AND NUTRITION.....205

HEALTH HABITS.....231

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Health

SPECIFIC AREA: Alcohol Education

| | Page | Suggested Grade Placement | District Placement | | | | | |
|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | |
| . that all people have a variety of feelings. | 5- | K-1 | | | | | | |
| . that he/she makes many decisions. | 23 | 2-3 | | | | | | |
| . that every action has a consequence. | 25 | 2-3 | | | | | | |
| . that alcohol affects different people in different ways. | 33 | 2-3 | | | | | | |
| . that some people drink alcohol and others do not. | 33 | | | | | | | |
| **The student is able to:** | | | | | | | | |
| . express his/her feelings in different ways. | 5- | K-3 | | | | | | |
| . suggest alternative courses of action in response to a given situation. | 13- | K-1 | | | | | | |
| . describe possible consequences of a given action. | 25- | 2-3 | | | | | | |
| . describe possible consequences of abuse or excess in a given action or situation. | 17 | 2-3 | | | | | | |
| . identify and practice a variety of ways to feel good. | 21 | 2-3 | | | | | | |
| . identify various ways of coping with problems. | 27- | 2-3 | | | | | | |
| . identify some reasons why some people drink alcohol and others do not. | 33 | | | | | | | |
| **The student values:** | | | | | | | | |
| . him/herself as a worthwhile human being. | 3- | K-3 | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student values him/herself as a worthwhile human being.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s) Language Arts

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Me Book<br>Group Size: individual, small group, entire class<br>Materials: paper, crayons, old magazines, scissors paste<br><br>Procedure(s):<br>. Staple several sheets of paper together to form a book.<br>. On the first page, have students draw a picture of themselves. On the following pages they can draw or cut and paste pictures from magazines which tell about themselves. Use some of the following topics or have students identify their own: things I like to do, things I hate to do, my favorite possession or person, what makes me feel happy, what I like to eat, my biggest wish, things that scare me, etc.<br>. Students can take turns sharing their books with the class or the teacher can read each book to the class while the students try to guess whose book it is. | Teacher observes students as they work on their books and notes their feelings about themselves as the books are shared with the class. | Booklet:<br>I'm Glad That I Am Me<br>Superintendent of Public Instruction<br>Olympia, WA 98504<br><br>Kit:<br>DUSO-1<br>Cassette 1, Side A<br>(song, I'm Glad That I'm Me)<br>American Guidance Services, 1970<br>Publishers Building<br>Circle Pines, Minn. 55014<br><br>District Resources |

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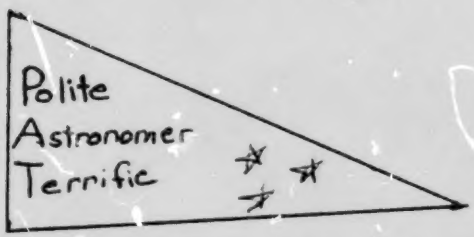
| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|

Title: Name Banners
Group Size: individual, small group, entire class
Materials: construction paper, crayons, scissors, old magazines, paste

Procedure(s):

- Have students cut a large triangle from their paper to form a banner or pennant.
- Students write their names vertically down the left side of the paper. They write a word which describes them for each letter of their name or draw a picture or find a magazine picture beginning with the same letter.
- When banners are complete, hang on bulletin board or have the students share theirs with the class.

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that all people have a variety of feelings

B) The student is able to express his/her feelings in different ways.

| | |
|---|---|
| State Goal | 1, 2 |
| District Goal | |
| Program Goal | 1, 2 |

Related Area(s) _____

## Suggested Activities: Grade(s) K-1

Title: Circle of Feelings
Group Size: small group, class
Materials: filmstrip and cassette, projector, paper, crayons

Procedure(s):

- Show the filmstrip Circle of Feelings and discuss the feelings in it--happiness, sadness, fear and anger.
- Divide the class into groups of four. Give each group time to decide how they will express the four feelings shown in the filmstrip. Take turns acting them out for the class. Discuss differences in the ways groups expressed the same feelings. When might it be better to express feelings one way and not another? Why?
- Encourage students to think of other feelings they have which weren't mentioned in the filmstrip and list them on the board.
- Students choose one feeling, write their own definition of it and illustrate it.
  Example:

  Happiness is
  an ice cream cone

- Students can share their defintions with the class, then combine them into a class booklet for individual reading.

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## Suggested Monitoring Procedures

Teacher observes students' participation during the group role-plays and the individual definitions of feelings students drew.

## Possible Resources

Filmstrip and Cassette:
Circle of Feelings
Science Research Associates (SRA)
259 East Erie Street
Chicago, Illinois 60611

Kit:
Focus on Self Development (1970)
(stage one: Awareness)
Chicago, Illinois

Series:
What About Me? Unit f & 5
Dimensions of Personality
Pflaum/Standard, 1972
Ohio

## District Resources

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| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| **Title:** Statues<br>**Group Size:** entire class<br>**Materials:**<br><br>**Procedure(s):**<br>• Each student decides on a feeling he/she is going to express.<br>• On a signal from the teacher, students run around. When the teacher gives a second signal, students pose in the posture of the emotion they've chosen and hold it until the "run" signal is given again. | | Books:<br>Sometimes I'm Afraid<br>Sometimes I Get Angry<br>Sometimes I'm Jealous<br>June Watson, Robert Switger<br>Golden Press, New York<br><br>I Have Feelings<br>New York - Behavioral Publications<br>Jerry Berger |
| | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that all people have a variety of feelings.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) Language Arts

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Story Faces<br>Group Size: individual, small group<br>Materials: old magazines, paper, glue, scissors<br><br>Procedure(s):<br>. Students cut pictures from magazines showing different facial expressions and paste on a piece of paper.<br>. Each student writes or tells what emotion they feel the picture is expressing and what might have caused the person to express that emotion.<br>. Encourage class to suggest other possible emotions and explanations for each picture. Note that the same emotion may be expressed for a variety of reasons. | Teacher observes students' ability to identify an emotion expressed in a picture and suggest possible explanations for it. | What About Me?<br>Dimensions of Personality Series<br>Ohio: Pflaum/Standard (1972)<br>Unit 3 - Feelings<br><br>Kalb, Johah and David Viscott<br>What Every Kid Should Know About Being Angry<br>American Greetings:<br>Cleveland - (1974)<br>Usually available at greeting card racks and at stationary, drug or department stores.<br>(continued on back)<br>District Resources |

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| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | Record: Marlo Thomas<br>Free to be You and Me<br>Available at most record shops with childrens' records or University of Washington Bookstore<br>University Avenue<br>Seattle, WA<br>song:<br>"It's All Right to Cry" |
| | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that all people have a variety of feelings.

B) The student is able to express his/her feelings in different ways.

| | |
|---|---|
| State Goal | 1,2 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s): _____

## Suggested Activities: Grade(s) K-1

Title: Feely Head
Group Size: small group, entire class
Materials: Feely Head

Procedure(s):

- Make a Feely Head on poster board (see example below).
- Students take turns putting the pointer on a feeling, giving an example of a situation that makes them feel that emotion and telling why they feel that way.
- Create a situation and have several students use the Feely Head to identify and explain their feelings.* Note that the same situation can elicit different feelings from people and/or the same feelings with different reasons. Examples:
  - How do you feel when you get up in the morning?
  - How do you feel when you hear two people fighting?
  - How do you feel when you see someone who is drunk?
  - How do you feel when someone says something nice to you?
- Students can make their own Feely Heads and keep them at their desks to identify their feelings throughout the day.

*Note: Students should not be pressured to share feelings which they choose not to share. Putting the pointer on "private" indicates "I pass."

See opposite side for "Feely Head."

## Suggested Monitoring Procedures

Teacher observes how students use their Feely Heads.

Teacher gives each student several I Have Feelings task cards to complete and observes their ability to express their feelings.

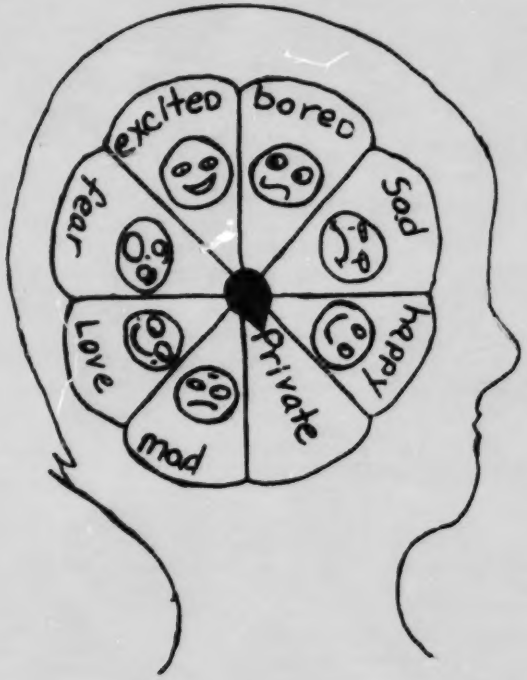
## Possible Resources

Feely Head
(to be constructed by teacher)

I Have Feelings!
task cards Los Angeles:
Wise Owl Publications (1975)

Available from:
Academic Tips
10660 N.E. 8th
Bellevue, WA

## District Resources

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
|  | | |



District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to express his/her feelings in different ways.

| | |
|---|---|
| State Goal | 1,2 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension:<br>Title: Feely Head<br>Group Size: small group, entire class<br>Materials: Feely Head<br><br>Procedure(s):<br>. Make a Feely Head on poster board. (See previous activity for example.)<br>. Create a situation and have several students use the Feely Head to identify and explain their feelings.* Note that the same situation can elicit different feelings from people and/or the same feelings with different reasons. Examples:<br>. How do you feel when you hear birds singing?<br>. How do you feel when you see someone crying?<br>. How do you feel when you see someone who is drunk?<br>. How do you feel when a parent gives you a hug and/or a kiss?<br>. For each situation ask students how they might show the emotion they feel. Let class add alternative ways.<br>. Students can make their own Feely Heads and keep them at their desks or on a bulletin board to identify their feelings throughout the day. Students can work in pairs to trace the sillouettes of each other's heads and then copy the emotions from the class Feely Head or substitute other words they feel more comfortable with.<br>*Note: Students should not be pressured to share feelings which they choose not to share. Putting the pointer on "private" indicates "I pass." | Teacher observes how students use their Feely Heads. | I Can Do It<br>Dimensions of Personality Series - Ohio: Pflaum/ Standard (1972)<br>Unit 3: Feelings P. 30-33<br><br>Feely Head<br>(to be constructed by teacher)<br>I Have Feelings!<br>task cards Los Angeles: Wise Owl Publications (1975)<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

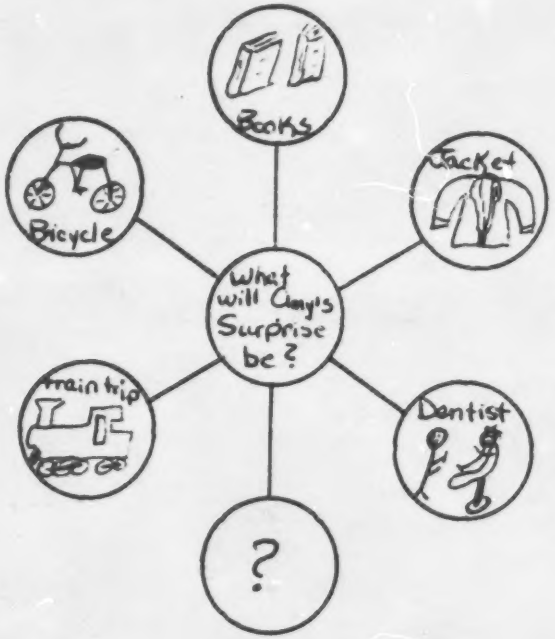
Student Learning Objective(s) The student is able to suggest alternative courses of action in response to a given situation.

| | |
|---|---|
| State Goal | 1 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Amy and the Surprise<br>Group Size: small group, entire class<br>Materials: tagboard, clear contact paper, grease pen<br><br>Procedure(s):<br>. Make an alternative chart on tagboard. Cover with clear contact paper so chart is reusable.<br>. Tell a story involving choices (e.g., Amy and the Surprise - see below) and as each choice is mentioned, draw a picture of it in one of the circles on the chart using a grease pen.<br>. Leave one circle empty and invite class to suggest another alternative to draw in the circle. Students decide which alternative they would choose and explain why.<br>Variations: Use the alternatives chart to show alternatives students can choose during choice-time activity periods or free time. Or use alternatives idea for solving classroom problems.<br>Example: Amy and the Surprise<br>Amy is five years old. Amy's grandmother has come to visit her and wants to surprise Amy by giving her something she needs and wants. Amy's mother suggests a jacket, a visit to the dentist, a bicycle, books or a train trip. What else might she need or want? If you were Amy, what would you choose? Why?<br><br>See opposite side for "Alternative Chart." | Teacher observes students' ability to suggest alternatives in various situations. | Alternative chart (to be constructed by teacher)<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|




District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to suggest alternative courses of action in response to a given situation.

State Goal 1

District Goal

Program Goal 2,3

Related Area(s) Music

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: The Body Band<br>Group Size: individual, pairs, small group, class<br>Materials:<br><br>Procedure(s):<br>. Ask students to imagine that they are members of a band scheduled to play for the community. The bus carrying all of their instruments broke down and won't arrive until after their show begins. The band has decided to put on the show anyway, making music with their bodies until the instruments arrive.<br>. Give students time to think and experiment individually with ways to make music with their bodies, then share with the group.<br>. Have students pick partner or small groups and join together to make music.<br>. List on the board the different ways the class discovered they could make music.<br>. Have students take turns showing their way of making music and have the whole class try to imitate it. | Teacher observes students' ability to create alternatives. | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to describe possible consequences of abuse or excess in a given action or situation.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 3 |

Related Area(s) Math, Language Arts

Suggested Activities: Grade(s) K-1

Title: How Much is Too Much?
Group Size: entire class
Materials: optional

Procedure(s):

- Create noise in the classroom at a tolerable level by asking everyone to talk to each other, turning on a record player, radio, etc. Ask students if they think it's noisy. Can they still hear each other? Is it too noisy for some activities and okay for others? For some children and not for others?
- Increase the noise level gradually. Tell students when they feel there is too much noise they should indicate it by covering their ears and moving to one side of the class.
- When the majority agree it's too noisy, discuss students' feelings about voice level. How much is too much? What happens when there's too much noise? Is "too much" different for different people?
- Ask students to name or draw pictures of other things in the class or at home there could be too much of for them and what the consequences might be.

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Suggested Monitoring Procedures

Teacher observation of student responses during the activity and on the follow-up activity.

Possible Resources

R. Hoban
Bread and Jam for Francis
New Jersy Scholastic Books
(paperback)

Kent
The Fat Cat

Milne
"Pooh and the Honey Tree"
from Winnie the Pooh

District Resources

48

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student is able to express his/her feelings in different ways. B) The student values him/herself as a worthwhile human being.

State Goal 2

District Goal

Program Goal 1,2

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Spotlight<br>Group Size: small group, entire class<br>Materials:<br><br>Procedure(s):<br>. Each day (during circle time or class meeting or other designated time) choose one student to receive special attention. Students take turns telling that person what they like about him/her.<br>. The student tells how it makes him/her feel to hear positive things about him/herself and has the "spotlight" for a few minutes to tell the class other things he/she enjoys.<br><br>Title: Brag Tag<br>Group Size: small group, entire class<br>Materials: colored paper or tagboard, yarn, pencils or crayons<br><br>Procedure(s):<br>. Have students write this sentence on their paper and fill it in with one of the following:<br>The _____ I am proudest of is....<br>1. Item I have<br>2. Thing I've done for someone<br>3. School achievement<br>4. Time I helped someone<br>5. Thing I've made<br>. Attach the yarn to the paper so it can be hung from the student's neck and seen by others.<br>. Give each student a chance to explain to the others why he/she is proud. (The activity can be done in pairs rather than with the whole class.) | Teacher observes whether student in the spotlight is able to talk positively about him/herself and whether classmates can express their positive feelings.<br><br>Teacher listens to determine if students are able to talk positively about themselves. | What About Me?<br>Dimensions of Personality Series - Ohio: Pflaum/ Standard (1972) - Units 2 & 6<br><br>Marlo Thomas<br>Free to Be You and Me<br>New York - McGraw-Hill (1974)<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

53

54

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to identify and practice a variety of ways to feel good.

| | |
|---|---|
| State Goal | 1,2 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s) Physical Education, Music, Art

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Feeling Good<br>Group Size: small group, entire class<br>Materials: paper, crayons<br><br>Procedure(s):<br>. Discuss good feelings--"Do you like to feel good?" Have students describe or show how they act when they're feeling good. "Why do people want to feel good? Is it normal to feel bad sometimes?"<br>. List on the board the things that students say make people feel good. Encourage them to include possessions, intangible qualities, activities, free things, things that cost money, etc.<br>. Have students draw pictures of themselves doing something that makes them feel good. Have them share their pictures with the class.<br>. Try some of the activities students listed at school and discuss how students feel after trying them. Encourage them to try others outside of class and report their feelings. | Teacher observes students as they try new activities.<br><br>Have students complete open-ended sentences:<br>I feel good when _____.<br>I feel bad when _____.<br>_____ makes me feel good. | District Resources |

55

56

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

57

58

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that he/she makes many decisions.

| | |
|---|---|
| State Goal | 2,5 |
| District Goal | |
| Program Goal | 3 |

Related Area(s) Social Studies

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Decision Chart<br>Group Size: individual, small group, class<br>Materials: chalkboard, paper, pencils<br><br>Procedure(s):<br>. Make a Decision Chart on the chalkboard or on ragboard with three categories:<br>1. Times when my parents or other adults help me decide.<br>2. Times when my friends help me decide.<br>3. Times when I decide by myself.<br>. Give the class about fifteen minutes to work individually, writing their own examples for each category.<br>. Regroup and combine all ideas on the Decision Chart.<br>. Ask: Does everyone make decisions? Note similarities and differences in which decisions students make themselves and which others make for them.<br>. If students did not consider classroom decisions when making their charts, discuss as a group decisions made by the teacher, by the class and by each individual.<br>. Have students write one decision from any category on their chart that they wish were in a different category and explain why, e.g. "What I wear to school is a decision my parents make for me now. I wish I could decide that for myself because...." | Teacher observes students' ability to list examples for each category of decisions. | I Can Do It<br>Dimensions of Personality Series - Ohio<br>Pflaum/Standard (1972)<br>Unit 7<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

61

62

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that every action has a consequence. B) The student is able to describe possible consequences of a given action.

State Goal 2,5

District Goal

Program Goal 3,5

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Consequences<br>Group Size: small group, entire class<br>Materials:<br><br>Procedure(s):<br>. Ask students to think about the last time they got in trouble for something and why they got into trouble. How many would do the same thing again if they knew they were going to get into trouble again?<br>. Ask students to think about the last time they were rewarded or praised for something they did and why. How many would do it again if they knew the same thing would happen?<br>. How might thinking about the consequences of an action or behavior before doing it influence what a person does?<br>. Discuss the consequences of the following--What might happen if:<br>. You walked to school in the rain without a raincoat or umbrella?<br>. You crossed the street without looking for traffic?<br>. You kissed your mother or father?<br>. You found someone's lost dog and returned it to him/her?<br>. Would thinking about the consequences first influence your action in those situations? Explain? | Teacher can prepare a list of situations and have students respond orally or in writing with possible consequences.<br>Examples: What might happen if you come to school with your clothes on backwards? | I Can Do It<br>Dimensions of Personality Series - Ohio:<br>Pflaum/Standard (1972)<br>Unit 7 p. 74-78<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

95

96

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to identify various ways of coping with problems.

| | |
|---|---|
| State Goal | 1,2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) Language Arts

## Suggested Activities: Grade(s) 2-3

Title: I hope to Cope
Group Size: small group, entire class
Materials: books

Procedure(s):

- Read a story to the class in which one of the characters is coping with a problem.
- Have students identify what the problem was and list the ways the character tried to cope. What other ways might he/she have tried? Were some ways more successful than others? Why?
- Retell parts of the story which describe the character coping and have the class act out the coping behavior he/she used and any alternative behaviors the class suggests.

Extension:

Title: Judy's Ups and Downs
Group Size: small group, entire class
Materials: filmstrip and cassette

Procedure(s):

- Show a filmstrip about a problem situation, e.g., "Judy's Ups and Downs."
- Ask students to identify what the problem was and ways the character(s) tried to cope with it. What were the results?
- Have students tell, draw or role-play another way the character(s) could have handled the situation. What might the consequences be? Are some ways of coping more successful than others?

## Suggested Monitoring Procedures

Teacher observes students' ability to identify the problem and suggest alternatives.

Teacher observes student participation during the discussion and student's ability to suggest alternative ways of coping.

## Possible Resources

Scott, Ann. Sam New York: McGraw Hill Co. (1967)

Vorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day New York Athensum (1972)

Preston, Edna. The Temper Tantrum Book New York: Viking (1969)

Wells, Rosemary. Noisy Nora Dial Press (1973) (N.Y.)

## District Resources

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to identify various ways of coping with problems.

| | |
|---|---|
| State Goal | 1,2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

## Suggested Activities: Grade(s) 2-3

Title: Frustration
Group Size: small group, entire class
Materials: paper, pencil

Procedure(s):

- Discuss what frustration means and give some examples which illustrate that people of all ages get frustrated sometimes. (See examples below.)
- Give each student a sheet of paper and ask them to fold it in half. On each half, have them draw two frustrating experiences they have had recently.
- Have students share their drawings and talk about their frustrations. How did they handle each situation when they were in it? How could they have acted differently?

Examples of Frustration:

- A one year old might be frustrated if he/she:
  - Wanted to climb up on the bed but just couldn't make it.
  - Wanted to go into another room but couldn't get the door open.
- A four year old might be frustrated if he/she:
  - Were trying to tie the laces on his/her shoes but they kept coming out wrong.
  - Wanted to play with his/her brother or sister but brother/sister was too busy.

## Suggested Monitoring Procedures

Students can complete open-ended sentences:
When I am frustrated on the playground, I _____.
When I am frustrated by another person's behavior I _____.
When I am frustrated with my homework, I _____.

Discuss how frustrations of people of different ages are alike/different?
How might these people handle their frustrations.

## Possible Resources

Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day New York: Athemium (1972)

## District Resources

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . A seven year old might be frustrated when he/she<br>. Is trying to print the spelling words just right but keeps making mistakes.<br>. Wants to go to a party and is tring to convince mom and dad but they won't let him/her go.<br>. A teenager might be frustrated when he/she:<br>. Wants to talk on the phone but is told that he/she has talked on the phone too much and can't use it anymore.<br>. Really likes someone else but that person doesn't like him/her.<br>. A grown up (parent) might be frustrated when he/she:<br>. Wants a new job but can't afford to quit and go find one.<br>. Wants his/her children to act a certain way but they don't act that way all the time.<br>. An older person (70's) might be frustrated when he/she:<br>. Is trying to do some fine work like threading a needle but is having trouble because of his/her eyesight failing.<br>. Wants to do some hard yard work but can't do it as well as he/she used to. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student is able to identify various ways of coping with problems.

B) The student is able to describe possible consequences of a given action.

| | |
|---|---|
| State Goal | 1,6 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title:<br>Group Size: small group, entire class<br>Materials: photoboards or poster<br><br>Procedure(s):<br>. Display photoboards or posters showing a problem situation involving interpersonal relationships.<br>. Ask students to describe what they see happening in each picture, including the feelings each person involved might have and why.<br>. Have students tell or role-play how they might act if they were one of the people pictured and describe what they think would happen if they acted that way. Class can suggest alternatives. How do the actions of one person influence the other? Puppets from the DUSO kit could also be used to act out the situation.<br>Examples:<br>Picture a child at the table with a plate of food but the child won't eat. The father is standing at the table looking upset and pointing to the child's food.<br><br>Picture two students on the playground each has ahold of the same ball but they want to play different games. They seem to be fighting for the ball. | Students are asked to complete open-ended sentences about coping responses. Examples:<br>When I feel angry I _____.<br>When I'm scared I _____.<br>When I feel good I _____. | Photoboards #13, 14, 22, 24, 26, 29, 33, 34, 40 from Science Research Association Focus On Self-Development kit (Stage One: Awareness) Chicago, IL (1970)<br><br>Posters I-E, II-D from American Guidance Service DUSO-1 Kit, Minn. (1970) Publisher's Bldg. Circle Pines, Minn 55014<br><br>District Resources |

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| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: The Nook*<br>Group Size: pairs<br>Materials: private area of classroom<br><br>Procedure(s):<br>. Set up a private area in the room with two chairs or a rug or blanket.<br>. When a personal conflict arises between children, let them go to the "The Nook" to talk about it. Have them identify what their problem is, what alternatives they have and agree on a solution.<br>. The teacher may need to intervene at first until students acquire skill in discussing their problems; however, the students should be encouraged to try to cope with the problem themselves before asking for the teacher's help.<br>*It may be helpful to read some books to the class about problem solving prior to introducing this activity, e.g., The Hating Book and to have discussed what alternatives are. | Teacher observes the students' use of the nook and their ability to arrive at their own solution without the teacher's help. | Zoltow, Charlotte<br>The Hating Book<br>New York - Harper and Row<br><br>District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that alcohol affects different people in different ways. B) The student knows that some people drink alcohol and others do not. C)The student is able to identify some reasons why some people drink alcohol and others do not.

State Goal 2

District Goal

Program Goal 2

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Alcohol's Effects<br>Group Size: small group, entire class<br>Materials: pictures of people drinking alcohol<br><br>Procedure(s):<br>. Display pictures of people drinking alcohol which show different situations and various effects of alcohol; for example: relaxed at home, enjoying a party, drinking with dinner, fighting, drunk. (Alcohol ads in magazines are good sources for pictures.)<br>. Students describe what they see in each picture. Ask "What is alcohol? How is it different from other beverages?"<br>. Differentiate between ways people might act when they drink a little alcohol and when they drink too much. Ask "Does everyone who takes a drink get drunk?"<br>. Explain that people respond to alcohol in different ways. Some people have an illness-alcoholism-and can't stop drinking too much. They need help to get better.<br>. Ask students to identify which of the situations pictured could occur without alcohol. Why do some people not drink alcohol?<br>. Have students draw pictures showing two different effects alcohol can have on people.<br>. Explain that some people drink alcohol and others do not. Talk about and ask students why some people drink and others do not. | Students can explain the pictures they draw in small groups or individually to the teacher. | Alcohol ads from magazines<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | District Resources |

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SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Health

SPECIFIC AREA: Anatomy and Physiology - Body Parts and Systems

| | Page | Suggested Grade Placement | District Placement | | | | | |
|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | |
| . that people grow in many ways; e.g. physically, mentally, socially and emotionally. | 37- | K-1 | | | | | | |
| . many body systems; e.g. circulatory, respiratory, muscular, skeletal, nervous, digestive. | 49- | 3 | | | | | | |
| . that injuries can occur to bones and muscles. | 57 | 2-3 | | | | | | |
| **The student is able to:** | | | | | | | | |
| . identify parts of the body. | 47 | K-1 | | | | | | |
| **The student values:** | | | | | | | | |
| . the differences in the human organism. | 59- | K-1 | | | | | | |
| . the many ways the body can move and the many ways the body shows feelings. | 63- | 2-3 | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that people grow in many ways; e.g. physically socially, emotionally and mentally.

| | |
|---|---|
| State Goal | 10 |
| District Goal | |
| Program Goal | 1,2,4 |

Related Area(s) Reading, Social Studies

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title:<br>Group Size: Individual, entire class<br>Materials: Now I'm Ready - Pflaum/Standard<br><br>Procedure(s):<br>. Use Unit VI in NOW I'M READY to help students see how they grow and change. This unit includes worksheets for tracing hands and feet, ideas for comparing clothes now and when the child was younger, looking at tools grown-ups use, observations of kindergarten children, pretend game which makes them grow or shrink and ways they are changing physically and emotionally.<br><br>Title:<br>Group Size: Entire class<br>Materials: Now I'm Ready - Pflaum/Standard<br><br>Procedure(s):<br>. Use Unit VII in NOW I'M READY to help students deal with trying new things including feeling success and understanding failure. | The student draws pictures to show how they grow physically.<br><br>The student discusses new responsibilities that come to them as they grow older.<br><br>The student expresses the idea that failure can help them learn. (If available, read book to class; Green, Mary M., IS IT HARD? IS IT EASY? Young).<br><br>The student compares how a baby and an older child would react to anger, disappointment or frustration. | Book:<br>. Fisher, Carl. NOW I'M READY Pflaum/Standard 38 West Fifth St. Dayton, OH 45002.<br><br>. The Growing Story, Ruth Klaus<br><br>. The Very Little Boy, Phyliss Krasilousky<br><br>District Resources |

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| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Equality"<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Lead class discussion on whether all children in a family should be treated exactly alike. Most responses will be "Yes".<br><br>. Take an imaginary family with a six-year old, nine-year old and fifteen-year old. Students discuss:<br><br>. Amount of food needed by each person.<br>. Freedom to visit friends.<br>. Bedtime hours.<br>. Gifts given to six-year old for a birthday compared to a nine-year old and a fifteen-year old.<br><br>Title: "Baby Gallery"<br>Group Size: Entire class<br>Materials: baby picture of each child<br><br>Procedure(s):<br>. Students bring baby pictures from home. Discuss:<br><br>. How they have grown physically.<br>. What they can do now and what they couldn't do then.<br>. How you relate now as compared to when you were a baby (i.e. baby is "I" centered, older children share, help cooperate). | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) The student knows that people grow in many ways; e.g. physically, socially, emotionally and mentally.

| | |
|---|---|
| State Goal | 10 |
| District Goal | |
| Program Goal | 1,2,4 |

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Growth Records"<br>Group Size: Individual<br>Materials:<br><br>Procedure(s):<br>. Keep growth charts (height-weight) during the year. Use names and pictures of students above each chart. Discuss that all people do not grow at the same rates.<br><br>Title:<br>Group Size: Individual, entire class<br>Materials: hand mirror for each student or a full length mirror<br><br>Procedure(s):<br>. Give a hand mirror to each student. Indicate that they will be using mirrors not just to look at colors or clothes or hair or eyes. Ask what else there is to look at. (How big you are, how you have new teeth since the beginning of the school year, how your shoulders are getting broader.)<br><br>. Students suggest ways they are growing that the mirror doesn't show very well but may show a little. (Smile to show happiness, frowning, crying.) Ask if these emotions show in other ways. | | I'M GLAD THAT I'M ME.<br><br>Superintendent of Public Instruction. (Teacher Resource)<br><br>District Resources |

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| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Discuss how all people show emotions. (Mothers fathers, teachers, babies.) Ask what a baby does when he is angry, what a two-year-old does, what they do. (Ability to discuss a problem, ability to control temper).<br><br>. Discuss the ways people continue to grow after they stop growing physically.<br><br>. People grow and change emotionally.<br>. Some people grow mentally and get smarter.<br>. Some people grow and change physically, i.e., they get heavier (fatter) or lighter.<br>. Hair, nails, skin and all cells continue to grow and die all of our lives.<br><br>. Discuss what would happen if everything a person has stopped gowing at age 20 (or so), i.e.; hair would wear out from too much brushing, washing, rubbing, etc.; skin and nails would become old and worn out and wouldn't repair themselves; bones would not heal if broken.<br><br>. Discuss the concept that some body parts are replacable - skin, nails, hair, etc. and some are not replaceable - eyes, ears, teeth, fingers, toes, etc. | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that people grow in many ways; e.g. physically, socially, emotionally and mentally.

| | |
|---|---|
| State Goal | 10 |
| District Goal | |
| Program Goal | 1,2,4 |

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Emotional Growth"<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Ask students to describe their reactions to specific situations by pretending to be older, younger and just their own age.<br><br>. What would you do (how would you act or react) if you were three years old and:<br><br>. Your mother says you can't go to a birthday party?<br>. You have to eat all your vegtables?<br>. You can't watch T.V.?<br>. You have to go to bed?<br><br>. What would you do if you were twelve (or ten or fourteen, etc.)?<br><br>. What do you do now at your age?<br><br>. When a person is afraid of the dark, what might he/she do?<br><br>. What might a three year old do?<br>. A twelve year old?<br>. A grown-up?<br>. What do you do? | | District Resources |

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . When a person is hungry, what might he/she do?<br><br>. What might a baby do?<br>. A three year old do?<br>. A twelve year old?<br>. A grown-up?<br>. You?<br><br>. When a person is very happy, what might he/she do?<br><br>. A three year old?<br>. A twelve year old?<br>. A grown up?<br>. You?<br><br>. Discuss concept that sometimes emotions are displayed in the same ways at all ages; i.e., happiness. | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that people grow in many ways; e.g. physically socially, emotionally and mentally.

| | |
|---|---|
| State Goal | 10 |
| District Goal | |
| Program Goal | 1,2,4 |

Related Area(s) writing, language arts

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Emotion Charades"<br>Group Size: Entire class<br>Materials: paper and a small box<br><br>Procedure(s):<br>. Make up cards with an emotion list on each card; i.e., fear, happiness, sorrow, love, anger, dislike, frustration, etc.<br><br>. Activity can be a contest with teams but it's not necessary.<br><br>. Have a student pick one card from the box and silently act out the listed emotion.<br><br>. Rest of class tries to guess which emotion is being acted out. They can write down, guess or verbalize them.<br><br>. Discuss the concept that people can express the same emotion a variety of ways, and that the same emotion can be expressed constructively or destructively. Discuss those constructive and destructive ways. | | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that people grow in many ways; e.g. physically, socially, emotionally and mentally.

| | |
|---|---|
| State Goal | 10 |
| District Goal | |
| Program Goal | 1,2,4 |

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Oh Henry!"<br>Group Size: Entire class or single groups<br>Materials: Box with emotion/expression cards.<br><br>Procedure(s):<br>. Have a student draw an emotion/expression card from the box and convey that emotion to the class by saying - "OH HENRY".<br><br>. Student should stand (or sit) in the back of the class so that only the student's voice is heard.<br><br>. Voice inflections can convey sorrow, joy, love, anger, a question, a call to come home to dinner, etc.<br><br>Extension: teacher may wish to be the voice and have students guess. | | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to identify parts of the body.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) Art, Spelling, Science

Suggested Activities: Grade(s) K-1

Title: "The body game"
Group Size: Entire class
Materials:

Procedure(s):

. Call out a part of the body and have students point to it or point to a part of the body and let them name it. Assume students take the torso apart and learn the names of the parts "inside" it. (If a life-size drawing is used, have students hook part on.)

| | | | |
|---|---|---|---|
| Ankle | Leg | Lip | Stomach |
| Arm | Foot | Mouth | Lungs |
| Ears | Hair | Nose | Heart |
| Elbows | Hand | Shoulders | Liver |
| Eyes | Head | Teeth | etc. |
| Fingers | Knees | Wrist | |

Extension: Use plastic torso models or detailed illustrations.

. Use outline of human body and hang cut-outs of internal organs on the outline.

. Use flannel board if available.

Suggested Monitoring Procedures

The student identifies by location and names major parts of the body.

The student expresses appreciation for the many things the body or body parts can do.

Review the body parts taught. Students move the following parts on verbal command:

back.....bend backwards
forehead...touch
eyelashes..blink
buttocks...sit
thighs.....touch
elbows.....bend
fingers....snap
wasit.....bend forward
eyelids....wink
nostrils..sniff
sides.....touch
heels.....tap
shoulders..shrug

Possible Resources

Life-size cardboard drawing with cup hooks to attach parts.

Transparency

Teacher drawn parts for chalk board or felt board

Plastic model of human torso

X-rays of bones - normal and broken from local doctor, clinic or hospital.

District Resources

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "All Hands on Deck"<br>Group Size: individual<br>Materials: Construction paper; borrow articulated hand from high school science classes or X-ray of hand from local doctor.<br><br>Procedure(s):<br>. Students trace hands on construction paper. Make bulletin board of hands.<br><br>Extension: students can make tracings (outlines) of their feet too.<br><br>Title: "My Hands"<br>Group Size: individual; entire class<br>Materials: finger painting supplies<br><br>Procedure(s):<br>. Do finger painting. Then read and discuss poem:<br><br>MY HANDS<br>I'm mighty glad I have my hands,<br>They're useful as can be.<br>They really do so many things;<br>They're such a help to me.<br><br>They help me dress, and eat, and paint;<br>They help me ride or swing.<br>They help me climb, and dig and play,<br>And feel the shapes of things.<br><br>They touch and hold<br>And push and pull.<br>They open presents, too!<br>I'm mighty glad<br>I have my hands<br>For all the things they do. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement 3

Student Learning Objective(s) The student knows many body systems; e.g. circulatory, respiratory, muscular, skeletal, nervous, digestive.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) Reading, Science

## Suggested Activities: Grade(s) 3

Title: Take Joy
Group Size: entire class
Materials: film, Take Joy, American Cancer Society

Procedure(s):

- Show and discuss film Take Joy. Discussion points:
  - What are some body systems? (Point to systems on charts as they are discussed.)
  - What are some important parts of each system?
  - In what ways does each system help us?
  - "One body for life." What does this mean?
  - What things are shown in film that could harm our body?
  - What things do you want to know about the body?

Extension: Read to class or have students read Kaufman's book, pages 18, 34, 37-49, 52-59, 64-74.

Extension: Ask librarian for books on the body and display in classroom for students to find answers to some of their questions. Suggested titles:

- Smithline. ANSWERS ABOUT THE HUMAN BODY. Grosset and Dunlap.
- Zim. WHAT'S INSIDE ME. Morrow.
- Showers. HEAR YOUR HEART. Crowell.
- Goldsmith. ANATOMY FOR CHILDREN. Sterling.
- Watson. MY BODY -- HOW IT WORKS. Golden.
- Balestrino. THE SKELETON INSIDE YOU. Crowell.

## Suggested Monitoring Procedures

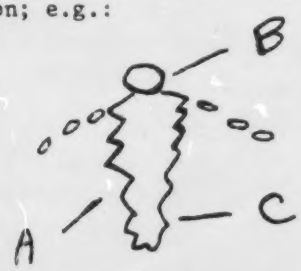
The teacher observes that the student is interested, asks questions, and utilizes library books.

The student names and describes in simple terms, six body systems.

## Possible Resources

Charts:
--ANATOMY AND HEALTH. Learning World, 500 Westlake North, Seattle.
Film:
--TAKE JOY (Free loan) American Cancer Society, Washington Division, 323 First West, Seattle 98104
Book:
--Kaufman. HOW WE ARE BORN, GROW, WORK, AND LEARN. Golden Press.
--12 Cassettes. THE BODY I LIVE IN. With student response books. Coronet, 65 East South Water St., Chicago, IL 60601. $97.00

## District Resources

| Suggested Activities: Grade(s) 3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| **Title:** My Bones<br>**Group Size:** entire class<br>**Materials:** human skeleton<br><br>**Procedure(s):**<br>. Use following list in vocabulary lesson. Have students find each part of the skeleton. As each bone or area is learned, discuss its function.<br>. Rib cage = thorax (shape and protection)<br>. Hip bones = pelvis (shape and movement)<br>. Leg bones = thigh bone = femur<br>shin bone = tibia<br>small bone behind shin bone = fibula (shape and movement)<br>. Head = skull (shape and protection)<br>. Collarbone = Clavicle (shape and protection)<br>. Backbone = vertebrae column or spine (shape, some movement and protection)<br>. Arm Bones = upper arm = humerus (shape and movement)<br>Lower arm = radius and ulna (shape and movement)<br>. Kneep cap = patella<br>. Foot and hand bones, metatarsals & metacarpals.<br>. Backbone = spine, shoulderblade = scapula.<br>**Variation:** Using a skeleton model from the Halloween decorations, point out the intricate arrangement of bones that are necessary to support out bodies.<br>**Extension:** Read to class pages 20-23 in Kaufman's book.<br>**Extension:** Ask school nurse to secure x-rays of bones for students to observe. | On a worksheet of the human skeleton, the student labels correctly the areas or bones studied in the vocabulary lesson; e.g.:<br>  <br><br>The student names the three functions of the skeletal system: shape, protection and movement. | Book:<br>--Kaufman, Joe. HOW WE ARE BORN, GROW, WORK AND LEARN. Golden Press.<br>Record:<br>--YOUR BODY--HOW YOU MOVE AND STAY ALIVE. S.V.E., P.O. Box 5387, University Station, Seattle, WA 98104.<br>--Record or song sheet - DRY BONES<br>Alternative:<br>--Program #2. WHAT HOLDS YOU UP? from TV Program, ALL ABOUT YOU.<br><br>District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows many body systems, e.g. circulatory, respiratory, muscular, skeletal, nervous, digestive.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) _____

| Suggested Activities: Grade(s) 3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Frankenstein's Chicken<br>Group Size: individual or entire class<br>Materials: chicken bones<br><br>Procedure(s):<br>. Teacher brings chicken bones to class and students try to put skeleton together.<br><br>Title: Skeleton: To have or not to have.<br>Group Size: entire class<br>Materials: earth worms<br><br>Procedure(s):<br>. Bring earthworm to class and observe. Ask what the human body can do because it has a skeleton that an earthworm can't do because it doesn't have a skeleton. (Run, jump, hop.)<br>Alternative: Find pictures of animals with skeletons and without -- discuss internal vs. external skeleton support i.e., mammals vs. turtles, snails, worms.<br>Variation: With a floppy rag doll, let them see how limp and lumpy we would be without a rigid bone structure to hold us erect. Show students a vertebrae. List the things you can do because you have a skeleton. (Run, jump, hop, etc.)<br><br>Title: "Oh Them Bones"<br>Group Size: entire class<br>Materials: black paper, white paint<br><br>Procedure(s):<br>. Stand and sing the song DRY BONES indicating each bone as they progress up the body. | | Elementary Science Study. BONES (How to construct chicken skeleton and bone pictures.) (Teacher Resource) McGraw - Hill.<br><br>District Resources |

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| Suggested Activities: Grade(s) 3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Oh, them bones, them bones, them jumping bones,<br>Oh, the toe bone's connected to the foot bone,<br>The foot bone's connected to the ankle bone,<br>The ankle bone's connected to the leg bone,<br>The leg bone's connected to the knee bone,<br>The knee bone's connected to the thigh bone,<br>The thigh bone's connected to the hip bone,<br>The hip bone's connected to the back bone,<br>The back bone's connected to the shoulder bone,<br>The shoulder bone's connected to the neck bone,<br>The neck bone's connected to the head bone.<br>Oh them jumping bones!<br><br>. After student participatin in song, continue discussion by leading questions: What parts resemble a cage? (Rib) What does the rib cage protect? (Major Arteries, Heart, Lungs) What is the skull? (Head) What are different types of joints? (Hinges, Ball and Socket).<br>. On black paper, using white paint, have students make skeletons.<br>Extension: Sing song "Dry Bones" again slowly and use the correct anatomical names for bones.<br><br>Title: The Hard Way & The Easy way<br>Group Size: entire class<br>Materials: weight<br><br>Procedure(s):<br>. Show the proper way to bend knees to lift a heavy weight. (Keep back straight and bend knees to pick up, then straighten legs to lift the item so that the weight is on the legs, not the back.<br>. Students participate in activity.<br>. Discuss that there are different muscles for different work. Demonstrate weight on hand and try to lift with fingers only then lift with arm and see how it is much easier. Discuss that it must be done correctly, too, as in lifting with legs and not back to prevent injury to muscles. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows many body systems; e.g. circulatory, respiratory, muscular, skeletal, nervous, digestive.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) Spelling, Reading, Science, Poetry

| Suggested Activities: Grade(s) 3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Vocabulary<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Use the following sample list in vocabulary lesson:<br>Voluntary muscles--muscles we can tell to move (i.e., arm, leg).<br>Involuntary muscles--heart, stomach (they move without our telling them to move).<br>Ligaments--hold bones together.<br>Biceps--a muscle on the upper arm on inside.<br>Tendons--secure muscles to bones.<br>Triceps--a muscle on upper arm on outside.<br>Gluteal Muriles--the muscles you sit on--maximus, medius, minimus.<br>Deltoid--shoulder muscle.<br>Joints--where two bones meet.<br><br>Title: Muscle Tissue<br>Group Size: optional<br>Materials: beef or other animal heart<br><br>Procedure(s):<br>. Secure beef or other animal heart or piece of meat to show muscle tissue.<br>Extension: Students read pages 50-51 in Fodor's book. Discuss that muscles and bones work together to help us move. Joints are where two or more bones come together. Ligaments hold bones together. Tendons are extensions of muscles and attach to bones. Pages 27-29 in Kaufman's book. | The student demonstrates ways the muscles, bones and joints help move the body.<br><br>The student defines vocabulary words studied.<br><br>The student explains how the skeleton stays together. | Book:<br>--Fodor. YOUR HEALTH AND YOU. Laidlaw.<br>--Kaufman. HOW WE ARE BORN, GROW WORK AND LEARN. Golden Press.<br>--Alternative:<br>--Program #3. NO STRINGS ON YOU from TV program ALL ABOUT YOU.<br>Record:<br>--YOUR BODY--HOW YOU MOVE AND STAY ALIVE. S.V.E., P.O. Box 5387 University Station, Seattle, WA 98105.<br><br>District Resources |

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| Suggested Activities: Grade(s) 3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "My Hinges"<br>Group Size: entire class<br>Materials: Skeletal model if available.<br><br>Procedure(s):<br>. Read poem and have students follow directions:<br><br>I'm all made of hinges<br>Everthings bends (move arms and legs)<br>From the top of my head (touch top of head)<br>Clear down to the ends. (bend and touch toes)<br>I'm all hinges in front (bend forward)<br>I'm all hinges in back (bend backward)<br>I have to have hinges (wiggle all hinges)<br>Or else I would crack!<br><br>. Demonstrate first with model then have students demonstrate.<br>Alternative: Students make up poems about how they can move.<br><br>. On several students, tie stiff pieces of cardboard over elbow joints and knee joints. Then ask students to scratch back, look at bottom of shoe, kick a ball, etc., to show how joints help us move. Discuss how bones, muscles and joints help them move.<br><br>. After this activity, discuss permanent and semipermanent handicaps that limit or interfere with movement. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows many body systems; e.g., circulatory, respiratory, muscular, skeletal, nervous, digestive.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: All the muscles<br>Group Size: entire class<br>Materials: paper plates, tongue depressors<br><br>Procedure(s):<br>. Discuss how muscles help them move.<br>. Do exercises; e.g. bunny hop.<br>. All students be very quiet to "feel" their heart muscle beat. Do this before and after exercise to feel that the heart muscle beats faster when exercising to bring fuel to muscles that are working.<br>. Discuss that facial muscles allow them to laugh, talk, cry, etc. Encourage students to demonstrate with their own faces. Using paper plates, with tongue depressors attached for handles, students make simple puppets showing various facial expressions. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: They all work together.<br>Group Size: entire class<br>Materials: As available-charts, pictures, models.<br><br>Procedure(s):<br>. Briefly discuss the path that food takes through the body.<br>. The muscles that clean and carry the food through the body.<br>. The digestive system that breaks food down into useful components.<br>. The circulatory system that carrys nutrients to all body parts.<br>. The excretory system that gets rid of waste products; i.e., food that the body can't utilize.<br><br>. Discuss the path that oxygen takes into and thru the body.<br>. The muscles that help us breathe.<br>. The respiration process and the circulatory system to carry oxygen to the body parts. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that injuries can occur to bones and muscles.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) Spelling, Reading, Science

## Suggested Activities: Grade(s) 3

Title: Vocabulary
Group Size: entire class
Materials:

Procedure(s):

. Students learn vocabulary:

Fracture — Dislocation
Strain — Sprain
Greenstick fracture (fine crack in bone)
Simple fracture (skin not punctured)
Compound fracture (skin punctured)

(Ask nurse to assist with definitions)

Title: Injury Charts
Group Size: entire class, individuals
Materials: x-rays of broken bones, bone boiled in detergent solution

Procedure(s):

. Chart student's own or family, friends or animals injury experiences:

| Type of Injury (Use from #1 vocabulary) | Who Was Injured | Part of Body | How it Happened |
|---|---|---|---|
| | | | |

. Ask nurse to secure and view x-rays of broken bones. Break boiled bone.

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## Suggested Monitoring Procedures

The student defines two injuries that can occur to bones, muscles or tendons.

The student demonstrates what not to do when someone has a fracture or sprain and what to do. (Do not move them, go for help.)

## Possible Resources

Book:
--Kaufman. HOW WE ARE BORN, GROW, WORK, AND LEARN. Golden Press.

## District Resources

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| Suggested Activities: Grade(s) 3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Ask nurse to give simple first aid information.<br>Extension: Read to class page 89 in Kaufman's book.<br>Extension: Ask librarian for a book on bone and muscle injuries and read to class; e.g., Elgin, THE FALL DOWN, BREAK A BONE, Little, Brown. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student values the differences in the human organism.

| | |
|---|---|
| State Goal | 6 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s) Art, Mathematics, Reading, Social Studies, Science

Suggested Activities: Grade(s) K-1

Title: Super Me
Group Size: entire class, small groups
Materials: mirror 10" x 10", construction paper, box with lid, five sets of cards #1-5.

Procedure(s):

- Develop bulletin board by first putting up words: SUPER ME.
- Place a mirror approximately 10" x 10" in a box with lid. Label it "The Most Wonderful Thing in the World." Students one by one look in it and see themselves.
- Discuss: "Did everyone see something different?" Street value of self, value of differences, the wonder of the human organism.
- Divide the class into groups of five; give each student a card with numbers 1-5. Teacher leads discussion while students explore in groups to find answers. Student with correct number card holds it up. If number is zero, no card is held up. Teacher graphs numbers on chart. Discussion questions:

How many in your group have blue eyes?
How many in your group have brown eyes?
How many in your group have gray eyes?
How many in your group have straight hair?
How many in your group have curly hair?
How many in your group have blonde hair?
How many in your group have black hair?
How many in your group have brown hair?
How many in your group have red hair?

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Suggested Monitoring Procedures

The student shows pride in him/herself.

The student does not "make fun" of differences in others.

Possible Resources

TV program HOW DID I GET TO BE ME; TALKING 'ROUND THE WORLD; EVERYBODY'S DIFFERENT from TV Series, RIPPLES

District Resources

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| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| How many boys are there in your group?<br>How many girls are there in your group?<br>How many people have dimples when they smile in your group?<br>How many people in your group have freckles?<br>Alternative: Describe one feature of person behind student; e.g., color of eyes, hair. (This will help students become more aware of things to look for when they use mirrors). | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student values the differences in the human organism.

| | |
|---|---|
| State Goal | 6 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Fingerprints<br>Group Size: individual, entire class<br>Materials: ink pad, white paper or tag board<br><br>Procedure(s):<br>. Explain that everyone's fingerprint is different from anyone elses. Using ink pad or paints, have students put fingerprints on a piece of white paper just above their name. Place on bulletin board.<br>Alternative #1: Place fingerprints and outline of hands together.<br>Alternative #2: Cover end of finger with soft pencil, tape mystic tape to finger, tape mystic tape to white paper.<br><br>Title: Special Me<br>Group Size: entire class, individual<br>Materials: construction paper, crayons<br><br>Procedure(s):<br>. Give students an opportunity to look in a large mirror. Explain this is their very special outside person. Discuss head, neck, clothing, colors, etc. Make a ditto of a boy outline and a girl outline of either a boy or girl, filling in features, clothing, etc. Students cut these, if possible, if not have student helper help cut. Add to bulletin board. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student values the many ways the body can move.

| | |
|---|---|
| State Goal | 4,6,7 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: The dummy & me<br>Group Size: entire class<br>Materials: old clothes, newspapers<br><br>Procedure(s):<br>. Teacher makes sample dummy: Stuff clothing with newspaper. Attach clothing with safety pins, stuff paper bag for head allowing space to create a neck by tieing closed with string.<br>. Discuss as a class:<br>Difference between dummy and human (feelings, expressions, ability to move, need for food and sleep, types of body organs).<br><br>Title: Twister<br>Group Size: small groups<br>Materials: Twister game<br><br>Procedure(s):<br>. Play Twister and discuss the many ways the body can move and the limits to movement. | | --Fait, G.H. WE DO AS THE ANIMALS DO. Denison<br><br>--TWISTER game. Milton Bradley Co., Learning World, 500 Westlake Avenue North, Seattle, WA 98109 (Or any toy store.)<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student values the many ways the body can move and the many ways the body shows feelings.

| | |
|---|---|
| State Goal | 4,6,7 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) Music, Science, Physical Education, Listening Skills, Art, Reading

## Suggested Activities: Grade(s) 2-3

Extension:

Title: Can you guess what I am?
Group Size: entire class
Materials: Record-Can you guess what I am

Procedure(s):

- Use record CAN YOU GUESS WHAT I AM. Post mini-posters. Students volunteer to move in a way that represents one of poster animals. The other students try to guess which animal the students are imitating. If guesser is correct, he/she takes actor's place.

Alternative: Use book WE DO AS ANIMALS DO instead of posters.

Extension: Continue creative movement using same record but use selections BUILDING BRIDGE and MOVE AROUND THE ROOM. Students need a piece of string or yarn long enough to make a circle that they can reach over and work within.

Title: Handicaps
Group Size: entire class
Materials: book: Howie Helps Himself

Procedure(s):

- Read to class Fassler's book and lead discussion about:
  - How one feels when one cannot run, jump, play, etc.
  - How Howie made his handicap less a handicap.

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## Suggested Monitoring Procedures

The student expresses appreciation for the many ways he/she can move.

The student expresses understanding for those who are handicapped and cannot move in as many ways as those who are not handicapped.

The student identifies items that make us human; one of which is that all humans have feelings and express feelings.

The student identifies three different feelings by:

- Drawing that feeling on a blank face.
- Demonstrating that feeling through body movement.



## Possible Resources

Record:
--"Can You Guess What I Am," "Building, Bridge," and "Move around the Room" IDEAS, THOUGHTS, AND FEELINGS. Educational Activities, P.O. Box 392, Freeport, New York 11520

Posters:
--HOW THINGS MOVE. Trend. Learning World, 500 Westlake North, Seattle 98109

Books:
--Fassler, HOWIE HELPS HIMSELF, Whitman

## District Resources

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | |

District Resources

144

145

SUBJECT: Health

SPECIFIC AREA: Anatomy and Physiology - Human Senses

| | Page | Suggested Grade Placement | District Placement | | | | | |
|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | |
| . the five senses and their functions; e.g. hearing, seeing, smelling, tasting, touching. | 69- | K-1 | | | | | | |
| . the importance of using two or more senses to gather accurate information. | 73- | K-3 | | | | | | |
| . some ways of caring for and protecting the nose, eyes, ears, tongue and skin. | 89 | K-3 | | | | | | |
| **The student is able to:** | | | | | | | | |
| . relate the five senses to the appropriate body parts. | 69- | K-1 | | | | | | |
| . describe some of the special problems that people with sensual disabilities have; i.e., partial or complete loss of hearing, sight, smelling, tasting, touching. | 85- | K-3 | | | | | | |
| **The student values:** | | | | | | | | |
| . the five senses for the information they communicate. | 69- | K-3 | | | | | | |

## OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows the five senses and their functions; e.g. hearing, seeing, smelling, tasting, touching. B) The student is able to relate the five senses to the appropriate body parts. C) The student values the five senses for the information they communicate.

State Goal
District Goal
Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Sense Sense<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br><br>. Introduce unit by asking students to list or name the five senses. Discuss what each sense does and what parts of the body are used for each sense.<br>. Learn vocabulary words for this unit:<br><br>ear, eye, nose, skin, tongue, sight, smell, hearing, seeing, touching, tasting<br><br>. Have students tell how they used one of the five senses for information sometime today; i.e "I knew that I was having bacon this morning for breakfast because I could smell it when I got out of bed." "I used my eyes to pick the right color socks to wear this morning." | The student points to the part of the body where each of the five senses is located.<br><br>The student describes what each sense does. | Books:<br>--My Five Senses, Aliki. Crowe<br>--Do You Hear What I Hear? Borten. Abelard-Schuman<br>--Finding Out With Our Senses, Simon. McGraw-Hill<br>--Look At Your Eyes, Showers. Crowell<br>--Your Ears, Adler. Day<br>--How We Hear, Fryer. Lerner<br><br>Filmstrips:<br>--You and Your Ears with Cassettes Walt Disney<br>-- You and Your Eyes with Cassettes Walt Disney 800 Sonora Ave. Glendale, CA 91201<br><br>Worksheets with drawing of an eye and an ear.<br><br>Eye chart from Scott Foresman Company. |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows the five senses and their functions; e.g. hearing, seeing, smelling, tasting, touching. B) The student values the five senses for the information they communicate.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Poems and Riddles<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Read poem to students. Then discuss last two lines:<br><br>How do you know it's spring?<br>How do you know it's fall?<br>Suppose your eyes were always closed<br>And you couldn't see at all.<br>Could you hear and smell the spring?<br>Could you hear and smell the fall?<br>M. Brown<br>. Students answer these riddles on paper using vocabulary:<br>. The color of yours may be different from mine...But that doesn't matter when reading a sign. What is it? (eyes, sense of sight)<br>. There is something you have that always tells of all the wonderful, wonderful smells. What is it? (nose, sense of smell)<br>. They let you hear what someone's said, and they're attached right to your head. What are they? (ears, sense of hearing)<br>. It tells if something's smooth or tickly---or if it's hot or cool or soft or prickly. What is it? (skin, sense of touch)<br>. It helps us know what's sour or sweet--or bitter or bland or a special treat. What is it? (tongue, sense of taste)<br>Alternative: Students make up own riddles. | | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows the five senses and their functions; e.g. hearing, seeing, smelling, tasting, touching. B) The student knows the importance of using two or more senses to gather accurate information. C) The student values the five senses for the information they communicate.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Is Seeing Always Believing?<br>Group Size: Small or entire group<br>Materials: gelatin, food coloring, paper cups, spoons, paper, pencils<br><br>Procedure(s):<br>. Teacher or students make two (or as many as the teacher wants) cups of unflavored gelatin and color each a different color with food colors (green for lime, yellow for lemon, red for raspberry, etc.).<br>. The students divide into groups (six-eight) and taste each of the gelatin cups. (Each student should have a clean spoon for tasting each color.)<br>. After the students have tasted the cups of gelatin, discuss the flavors -- how many thought yellow gelatin was lemon gelatin, etc. Then the teacher points out that all of the gelatin was unflavored; the point being that the sight of food often gives us preconceived ideas of what the food will taste like.<br>. Discuss from standpoint of trying new foods; i.e., oysters, liver, various vegtables.<br>. Discuss the concept of always trying to use two or more senses together when gathering information and not to rely on just what we see, hear, feel, smell or taste. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Mystery Sacks<br>Group Size: small groups or entire group if small<br>Materials: sacks, popcorn, raisins, marshmallows, peanuts, puffed wheat, etc. Can use containers with old sock over them. Students put hands into socks.<br><br>Procedure(s):<br>. Place into different sacks items listed. Students investigate without looking into the sack by (and guess contents):<br>. Feeling contents with sense of touch.<br>. Shaking contents using sense of hearing.<br>. Smelling contents using sense of smell.<br>Complete investigation by looking in sack, smelling each item. Have extra items for them to taste. Discuss investigation.<br><br>Title: Fun with Senses<br>Group Size:<br>Materials: wet bar of soap, chalk eraser, wet wool, face powder, half a lemon, newspaper, chocolate cookies, ground coffee, ammonia soaked pad, fur, water soaked sponge, sandpaper, satin, cooked spaghetti, ice cube, apple, onion, potato, paper towels, blindfodls, blanket or mat<br><br>Procedure(s):<br>. Spread blanket on the floor for five participants to sit on. The rest of the class gathers in a circle around them.<br><br>Keep items hidden until you're ready to use them.<br>(continued on next page) | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows the five senses and their functions; e.g. hearing, seeing, smelling, tasting, touching. B) The student knows the importance of using two or more senses to gather accurate information. C) The student values the five senses for the information they communicate.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| (contined)<br>Blindfold five participants. (Check with nurse to be sure none of students have allergies). Hold an object under their noses. Ask what they smell and then go to the next object. After they smell the ammonia (do not put too close to nose or inhale too deeply), pass the chalk eraser under their noses once more. (They probably will not be able to smell it.) Ask them, "Why?" (The senses of smell tires more easily than the other senses.) Let other members of the class smell items without blindfolds.<br><br>Pick a new set of participants, blindfold them, and let them touch the objects. (With the ice cube, hold the student's hand and touch the underside of arm very lightly and quickly with the cube--wipe off excess mositure. They may not know if the sensation was one of extreme heat or extreme cold.) Pass to rest of the class.<br><br>Have the apples, onion and potatoes cut in small pieces. Sprinkle lemon juice on apples. Participants hold their noses as they taste each food. (Same procedure as SMELL and TOUCH.)<br><br>Discussion on senses:<br>. Why can't you smell eraser after you smelled the ammonia?<br>. What sensation did you feel after the ice cube touched you?<br>. Why does food taste "funny" when you have a cold? | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective The student values the five senses for the information they communicate. B) The student is able to relate the five senses to the appropriate body parts.

State Goal 4

District Goal

Program Goal 2

Related Area(s) Art, Reading

Emphasis: Smelling

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Nose Trip<br>Group Size: Entire group<br>Materials: Optional use of actual materials A thru D.<br><br>Procedure(s):<br>. Teachers ask what body part comes to mind when I say smell? Teacher tells the class: Sometimes we can tell where we are by what we smell. Pretend that you are blindfolded, so shut your eyes. We are going to a secret hiding place and you must find out where we are by using your nose which has the sense of smell. What would you smell if you were in:<br>a. a damp basement<br>b. a dusty attic<br>c. a pizza parlor<br>d. a hospital<br>Extension: Teacher reads book FOLLOW YOUR NOSE.<br><br>Title:<br>Group Size:<br>Materials: cotton balls, vanilla extract, almond extract, burlap, string or ribbon<br><br>Procedure(s):<br>. Students make sachets to take home. Discuss pleasures the sense of smell gives us. Directions for sachets:<br>. Cotton balls soaked in almond and vanilla extract and dried, 3" x 3" pieces of burlap, one per child. String or ribbon. | The student describes what the sense of smell tells that is enjoyable. | Book:<br>--Showers, Paul. FOLLOW YOUR NOSE. Crowell. (possibly out of print)<br>Booklet:<br>--Fischer, Carl. NOW I'M Ready. Pflaum/Standard<br>38 West Fifth St.<br>Dayton, OH 45402<br><br>District Resources |

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Place one or more cotton ball (soaked and dried) in center of burlap square. Pull corners together and gather the material just above the cotton balls. Tie with string or ribbon and make gift cards to attach to sachets.<br><br>. Title: The nose knows<br>Group Size: Entire group<br>Materials: paper, crayons<br><br>Procedure(s):<br>. Students draw pictures of their noses. Under the nose, students show two things they like to smell. Collect pictures and make class book THE NOSE KNOWS.<br><br>Procedures(s):<br>. Use activity THE NOSE TELLS from booklet NOW I'M READY.<br>Extension: Discuss how the sense of smell protects people (i.e., warns of fire by smelling smoke, may identify liquids that should not be consumed, may identify spoiled food).<br>Discuss that the sense of smell is not always accurate and sometimes we must depend on other senses as well. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective A) The student knows the five senses and their functions; e.g. hearing seeing, smelling, tasting, touching. B) The student values the five senses for the information they communicate.

State Goal 2

District Goal

Program Goal 2

Related Area(s) _____

Emphasis: Touch

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Touch and Tell Part I<br>Group Size: Small or entire group<br>Materials: honey, glue, dry sponge, milk, rubbing alcohol<br><br>Procedure(s):<br>. Read section THINGS TO HOLD (optional).<br>. Place the following items on a table. Students touch and respond to teacher's questions or directions.<br>. Honey and glue. How do they feel? Which is the stickiest?<br>. Dry sponge. Think of a word to tell how it feels.<br>. Wet sponge. Think of a word to tell how it feels.<br>. Rubbing alcohol. Milk. Which one feels the coolest.<br>. (Provide paper with words on it.) Write down one item that felt:<br>rough_____ wet_____<br>cool_____ dry_____<br>sticky_____ soft_____ | | Dunn, Tris. THINGS, Doubleday.<br><br>District Resources |

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| **Title:** Touch and Tell Part II<br>**Group Size:** Individual, small or entire group<br>**Materials:** six containers, six stockings, fur, rope, rice, etc.<br><br>**Procedure(s):**<br>. Use containers with old socks drawn over. Containers may contain fur, rope, yo-yo, clothespin, rice, etc. Discuss what is in each container after each student has had a chance to feel and reinforce the value of the sense of touch in giving them information. Discuss how two senses working together such as touch and sight make identification easier. | | |

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

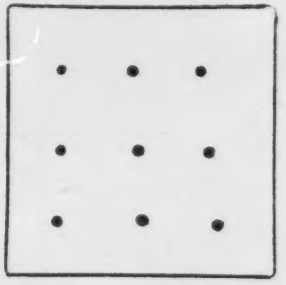
Suggested Objective Placement _____

Student Learning Objective(s) The student values the five senses for the information they communicate.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____ Emphasis: Touch

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Touchy Touchy<br>Group Size: Entire group<br>Materials:<br><br>Procedure(s):<br>. Class develops list of words that are descriptive of the sense of touch. Examples: hard, heavy, smooth, soft, solid, wet, alive, dry, spongy, hairy, dusty, stiff, scratchy, silky, bumpy, rough, lumpy, etc.<br><br>. Teacher writes words on cards and adds to other vocabulary cards around the room.<br>Procedures(s)<br>. Discuss values of the sense of touch:<br>. Communicates danger (burns, sharp objects)<br>. Communicates textures (soft, hard)<br>. Communicates irritants (itching, tickling)<br>. Communicates pressures (heavy, light)<br>. Communicates temperature (hot, cold)<br>. Communicates conditions (wet, dry, sticky)<br><br>Extension:<br>Title: Skin Exam<br>Group Size: Small groups<br>Materials: pork, beef, chicken skin, magnifying glass<br><br>Procedure(s):<br>. Compare animal skin to human skin. Teacher brings pork, beef or chicken skin for students to examine. Use magnifying glasses to observe skin. | The student describes what the senses of touch tells that is pleasant. | Book:<br>—Dunn, Tris, THINGS. Doubleday<br>--Fischer, Carl. NOW I'M READY. Pflaum/Standard<br>38 West Fifth St.<br>Dayton, OH 45402<br><br>Filmstrip:<br>--GOODBYE MR. DERMIS<br>Walt Disney<br>800 Sonora Ave.<br>Glendale, CA 91201<br><br>District Resources |

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Discuss functions of skin (protection, communication, keeps us warm, keeps us cool). Holds everything inside, acts like a bag. Is water proof and repairs itself.<br><br>Title: Touch Test<br>Group Size: Small groups<br>Materials: blue felt pens, nails<br><br>Procedure(s):<br>. Students with blue felt pen gently make a square about one inch square on one of their arms. Make nine dots inside the square. Using a hairpin, touch gently each dot. Students should notice that every time they touch skin, they feel something but if they pay close attention, they will notice that the feeling is not always the same. In some places the point will feel cold, in others warm, sometimes sharp, and sometimes pain. Tie to activity reviewing ways the skin communicates.<br><br>Extension: Students do the FEELING BOX activity from from booklet NOW I'M READY. |  | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student values the five senses for the information they communicate.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____ Emphasis: Hearing

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Hear Hear-The Listening Game<br>Group Size: The entire group<br>Materials: Recordings of different sounds: progressing from easy to hard to identify, i.e.:.<br>. A train moving down the tracks and a train whistle.<br>. A siren.<br>. School bell.<br>. Teacher's voice (with different inflections).<br>. Person chopping wood.<br>. Door opening and closing.<br>. Squeaky rocking chair.<br>. Pouring water in a glass.<br>. Any common sounds around school or community.<br><br>Procedure(s):<br>. Play recording, one sound at a time. Have students write down (or choose from a list) what sound they think it is.<br>. Discuss how our ears (hearing) give us much information (and also support our glasses) they warn us of danger and let us hear pleasurable sounds like music.<br>. Discuss how one could learn to talk if he/she couldn't hear. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective A) The student is able to describe some of the special problems that people with sensual disabilities have; i.e. partial or complete loss of hearing, sight, smelling, tasting, touching. B) The student values the five senses for the information they communicate.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Understanding Disabilities<br>Group Size: Entire group and individuals<br>Materials: blindfold, ear muffs and/or plugs, gloves, ice, nose plugs<br><br>Procedure(s):<br>. Teacher selects four students (or takes volunteers) to be experimentally disabled for a short time.<br><br>. One student is blindfolded, one has ear muffs and plugs in his/her ears. One has nose plugs on. One has one or more pair of gloves on to descrease sense of touch. The "disabled' students try to carry on with the rest of the class in a normal activity (eating, reading, drawing, etc.). After the activity, have "disabled" students tell what it was like to be disabled and what trouble they had. Talk about how we can help people who are disabled.<br>Procedure(s):<br>. Show part of a film or filmstrip out of focus and then focus it to give student idea of what glasses do. | | District Resources |

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| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Procedure(s):<br>. Play a cassette or record very low and question students about what it said. Ask them how they feel when they can't hear.<br>Procedure(s):<br>. Students hold fingers on ice for ten seconds, dry them off rapidly and touch a variety of surfaces. Since fingers are numb, there will be no sensation of normal touching.<br>Materials: Lisa and Her Soundless World<br><br>Procedure(s):<br>. Read book LISA AND HER SOUNDLESS WORLD. Discussion points:<br>. How is Lisa like all of us? (tie in feelings)<br>. What problems did Lisa have as a result of deafness?<br>. How was she helped? (doctor, hearing aid, lip reading, sign language)<br><br>Title:<br>Group Size:<br>Materials: Alpha Hands<br><br>Procedure(s):<br>. Place ALPHA HANDS (sign language) cards on bulletin board. Students practice their names and simple words like cat, dog, etc.<br><br>Title:<br>Group Size:<br>Materials: Braille alphabet<br><br>Procedure(s):<br>. Make Braille alphabet bulletin board. Each letter is made with split peas pasted on cards; e.g., students then write their name in Braille using either split peas or pencil marks. | | Book:<br>--Levine. LISA AND HER SOUNDLESS WORLD. Behavorial Publication.<br>Flash Cards:<br>--ALPHA HANDS. Kenworthy Educational Services, P.O. Box 3031, Buffalo, NY 14205<br>--Braille Alphabet. American Printing House for the Blind, 1839 Frankfort Ave., Louisville, KY 40206<br>Alternative:<br>--Guest speakers; e.g., speech therapist, blind person.<br><br>District Resources |

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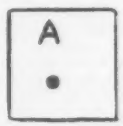




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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective A) The student is able to describe some of the special problems that people with sensual disabilities have; i.e. partial or complete loss of hearing, sight, smelling, tasting, touching. B) The student values the five senses for the information they communicate.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension:<br>Materials: Katie's Magic Glasses<br><br>Procedure(s):<br>. Read book. Discussion points:<br>. Why did people think Katie was shy?<br>. Why didn't she say that she couldn't see things?<br>. How was her problem discovered?<br>. How were her glasses magic? | | --Goodsell. KATIE'S MAGIC GLASSES Houghton-Mifflin. |
| | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring | Possible Resources |
| --- | --- | --- |
| | | District Resources |

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows some ways of caring for and protecting nose, eyes, ears, tongue and skin.

| | |
|---|---|
| State Goal | 2,5,7 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) Art

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Healthy eyes<br>Group Size: Entire group<br>Materials:<br><br>Procedure(s):<br>. Discuss ways to keep eyes working well:<br>. Nutrition (for eye and overall health).<br>. Checkups (nurse's testing; going to opthalmologist, optometrist, or optician).<br>. Wearing glasses if needed.<br>. Telling parents if eyes burn or if you squint a lot.<br>. Reading with enough light; not sitting too close to TV.<br>. Not rubbing eye if something is in it.<br>. Not looking directly at sun.<br>. Not throwing things at people or running or playing with sharp objects.<br>Extension: Students select one way to keep eyes healthy and draw a picture. Make bulletin board with pictures.<br><br>Title: Healthy Ears<br>Group Size: Entire group<br>Materials:<br><br>Procedure(s):<br>. Discuss ways to keep ears healthy.<br>. Blow nose carefully (especially don't close remaining open nostril when you have a cold).<br>. Avoid loud noises. | The student verbalizes five ways to protect eyes and ears. | Alternative:<br>--Ask a resource person to discuss eye and ear care (doctors, nurses, etc.)<br>--Pamphlet from National Society for Prevention of Blindness:<br>Professor Ludwig VonDrake's IQ Signs of Eye Trouble in Children.<br>The Most Wonderful Eyes in the World.<br>TV and Your Eyes.<br>Your Eyes for a Lifetime of Sight.<br><br>Write to Washington State Society for the Prevention of Blindness, Inc., 324 15th E., Seattle, WA. |

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| • Do not swing things; e.g., bat that might hit ears and break ear drums.<br>• Do not put things in ears; e.g., pencils, paper clips, any sharp objects or small objects.<br>• Tell parents if ears hurt-tell teacher or nurse if at school.<br><br>• Healthy nose:<br>• Blow carefully and properly.<br>• Do not put objects in nose.<br>• Careful not to hit yourself or others in the nose.<br>• Don't smell unknown substances too deeply (amonia for example).<br><br>• Healthy tongue:<br>• Careful not to bite tongue.<br>• Don't eat or drink things that are too hot and could burn the tongue.<br>• Don't put anything into your mouth or on your tongue that is unknown or dangerous-always ask first. No knives, sharp objects or unknown substances.<br>• Be careful if you stick your tongue out-someone might grab it!<br>• Don't let the cat get your tongue!<br>• Don't lick cold metal on a cold day or ice, the tongue might stick and tear.<br><br>• Healthy skin:<br>• Avoid too much sun/sun lamps.<br>• Avoid fire and hot burners and other implements.<br>• Avoid sharp objects like broken glass, knives, tin cans and can tops, pop tops from cans.<br>• Avoid acids and hot liquids.<br>• Cover the skin, like elbows and knees, when playing hard to avoid skinning and scraping. | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student values the five senses for the information they communicate.

| | |
|---|---|
| State Goal | 4,7 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s) Art, Reading

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension:<br>Title: Sense-Art<br>Group Size: Entire group<br>Materials: paper, crayons-drawing materials (optional)<br><br>Procedure(s):<br>Students draw a picture or describe:<br>. One sound they like to hear and one sound they dislike to hear.<br>. One food they like to taste and one they do not.<br>. One thing they like to see and one thing they do not like to see.<br>. One thing they like to smell and one thing they do not like to smell.<br>. One thing they like to touch or one thing they do not like to touch.<br>Extension: Discuss:<br>. When does a sound become noise?<br>. What are ways to control noise? (stress self-control)<br>. Students share and read pamphlet NOISE, NOISE, NOISE.<br>Extension: Read book DO YOU SEE WHAT I SEE and then discuss how lines, shapes and colors make us feel. (Do the same with DO YOU HEAR WHAT I HEAR.) | The student describes one way each sense helps one feel good. | Books:<br>--Borten. DO YOU SEE WHAT I SEE. Abelard-Schuman.<br>--Borten. DO YOU HEAR WHAT I HEAR. Abelard-Schuman.<br>Pamphlet:<br>--NOISE, NOISE, NOISE. Scott-Foresman.<br><br>District Resources |

193

194

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Health

SPECIFIC AREA: Dental Skills, Information, Community Resources and Services

| | Page | Suggested Grade Placement | District Placement | | | | | |
|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | |
| . some characteristics of good dental health; e.g. brushing, flossing, eating dentally healthy foods, rinsing and regular dental checkups. | 103-105 | 1-2 | | | | | | |
| . the correct methods for brushing, flossing, rinsing and caring for teeth, tongue and gums. | 105 | 1-2 | | | | | | |
| . that teeth grow and change. | 117-125 | 1-2 | | | | | | |
| . that good dental health is important to speech. | 125 | 1-2 | | | | | | |
| . that food habits can affect dental health. | 131 | 1-2 | | | | | | |
| . that the dentist is a doctor who helps people maintain good dental health. | 115 | 1-2 | | | | | | |
| . the dentist has assistants who also help people maintain good dental health; e.g. dental assistants, oral hygenists. | 115 | 1-2 | | | | | | |
| **The student is able to:** | | | | | | | | |
| . identify mouth structures and their functions:<br>teeth: tearing, cutting, grinding food<br>gums: help secure and protect teeth<br>tongue: helps clean teeth and gums, aids in chewing and swallowing, aids in speaking | 99 | 1-2 | | | | | | |
| **The student values:** | | | | | | | | |
| . dental professionals as people with important jobs helping others maintain good dental health. | 115 | 1-2 | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Health

SPECIFIC AREA: Dental Health, Prevention, Decision Making, Self Awareness

| | Page | Suggested Grade Placement | District Placement |
|---|---|---|---|
| **The student knows:** | | | |
| . that cavities and other dental problems can often be prevented by special treatments with fluoride. | 109- | 1-2 | |
| . that dental accidents may be prevented by safe practices. | 127 | 1-2 | |
| **The student is able to:** | | | |
| . explore his/her own mouth and describe some components, e.g. tongue, gums, teeth, roof of mouth. | 97- | 1-2 | |
| . clarify his/her own dental values. | 129 | 1-2 | |
| . identify some signs and symptoms of dental disease, e.g. sore and bleeding gums, spots and holes in teeth. | 103 | 1-2 | |
| **The student values:** | | | |
| . cleaning his/her own teeth daily as a means to enhance dental health. | 135 | 1-2 | |
| . being responsible for his/her own dental health. | 137- | 1-2 | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to explore his/her own mouth and describe some of the components.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Mouth Exploration/Self/Touch"<br>Group Size: Individual, small group<br>Materials:<br><br>Procedure(s):<br>. Initiate idea of our teeth and mouth and what we can learn about them through sense of touch only. Do not use a mirror.<br><br>Activitie(s):<br>. Count number of teeth with tongue.<br>. Count number of teeth with clean finger.<br>. Explore parts of mouth with tongue.<br>. Describe the findings.<br>. Explain how teeth feel (rough, smooth, etc.) as tongue slides over them.<br>. Does mouth feel good to touch of tongue?<br>. Describe any parts that feel good.<br>. How does mouth react to coming in contact with metal (spoons, etc.)?<br>. Everyone should start in the same place and proceed in a similar way. | Oral discussion groups.<br><br>Hand out or check-off ditto sheets on parts of the mouth.<br><br>Provide blank paper for responses. | W - Laminated Dental Illustration. Six year old.<br><br>District Resources |

203



204

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student will be able to identify mouth structures and their functions.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "My Teeth"<br>Group Size: Whole class<br>Materials: | | Permanent Teeth Model |
| Procedure(s):<br>. Discuss the different shaped teeth in the mouth using model and poster.<br>. Describe shapes of different teeth.<br>. What do you use front teeth for?<br>. What do you use back teeth for?<br>. Discuss the functions of the different shaped teeth: cutting, tearing, chewing, grinding, using tooth shapes worksheet. Teeth also help us in speech and smiling.<br>. Introduce proper names for individual teeth and the position in the mouth: Cuspids, molars. | Student is able to identify and label on individual worksheets of a permanent tooth illustration, the proper names of teeth.<br><br>Student will be able to orally identify functions of teeth. | District Resources |

207

208

# Types of Teeth and Their Jobs.

CAN YOU MATCH EACH TYPE OF TOOTH AND THE WORK IT DOES FOR YOU?
DRAW A LINE BETWEEN THE TOOTH AND THE TOOL THAT DOES
THE SAME KIND OF JOB.

MOLAR

BICUSPID

CUSPID

INCISOR

KNIFE

NUTCRACKER

FOOD GRINDER

TONGS

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) The student is able to explore his/her own mouth, and describe some of the components.

State Goal
District Goal
Program Goal

Related Area(s) Science

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|

Title: "Your Mouth"
Group Size: Individual, small groups
Materials: Paper towels

Procedure(s):

- Have all students wash their hands. Give each student a mirror - or each small group if not enough mirrors.
- Distribute paper towels so students can wipe their hands and mouths if necessary.
- Instructor leads the group in the following exercises while student looks into mirror.
  - Count the number of teeth that you have.
  - What shape are the teeth in the back?
  - What shape are the teeth in the front?
  - What color are the gums?
  - How many teeth are on top?
  - How many teeth are on the bottom?
  - What does the roof of the mouth look like?
  - What places is the tongue attached?
  - Watch as you move your tongue.
  - What is the sound as you swallow?
  - What do the inside of the cheeks feel like?
  - Is the mouth wet or dry?
  - Is the mouth always the same or does it change?

District Resources

210



211

| Suggested Activities: Grade(s) _____ | Suggested Monitoring | Possible Resources |
| --- | --- | --- |
| | | District Resources |





213

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-2

Student Learning Objective(s) A) The student knows some characteristics of good dental health, e.g. brushing, rinsing, eating dentally healthy foods and regular dental checkups. B) The student is able to identify some signs and symptoms of dental disease; e.g. sore bleeding gums, spots and holes in teeth.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s)

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Why brush and floss every day?"<br>Group Size: entire class<br>Materials:<br>Procedure(s):<br>. Discuss daily brushing and why it is important; i.e., some foods leave sugars on the teeth, these sugars combine with naturally present bacteria to form plaque - an acid-like substance that eats into the teeth causing holes or cavities. This process takes about 24 hours - so it is important to brush and floss the plaque away everyday so that it can't eat into the teeth. (See flossing activity below.)<br>. Flossing: Coat your index and middle finger (fingers represent teeth) with tempra paint (to represent plaque - gunk on teeth). Hold the two fingers together up in the air and ask for a volunteer to brush the "plaque" off the teeth. The two fingers should remain touching.<br>. When the child has finished cleaning with a brush, ask if he is sure the "teeth" are clean.<br>. Spread the two fingers and ask if the "teeth" are clean. The children should see some paint (plaque) remaining. Ask how that could be removed from between teeth. Use twine to represent floss to clean between fingers.<br>. Variation: Use large model of teeth with removable tooth or teeth. Coat entire tooth with paint - replace and proceed as above with brush - remove tooth. Check for missed spots and replace and clean with floss. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

216

217

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows the correct methods for brushing, flossing, rinsing and caring for the teeth, tongue and gums.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Clean Them Right"<br>Group Size: Open (entire group)<br>Materials: toothbrush for each child (child size), floss, disclosing tabs (optional)<br><br>Procedure(s):<br>. Pass out one brush to each child and 12-18" of floss to each child.<br><br>. Teacher or dental professional carefully explain and demonstrate the proper brushing techniques. Tooth models and large brushes may be used to demonstrate if available.<br><br>. Children place dry brushes in mouth starting at upper left molars - at 45 angle brushing in small circles - just wiggling the bristles against the teeth for the count of ten (10 seconds) then move to next set of teeth (bicuspids) and repeat. Continue around upper teeth inside and outside surfaces - then repeat process for lower teeth.<br><br>. End with a scrubing of biting surfaces and a brushing of the tongue.<br><br>. Rinse brushes in water and let dry.<br><br>. Consult a professional on the correct flossing methods - and on the advisability of flossing for primary children. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . If water is available, children can take approximately one ounce in mouths - (lukewarm is best) and swish well for one minute then spit water out. Have children watch the clock for the one minute to avoid watching each other. | | |

District Resources

220

221

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows some characteristics of good dental health; e.g. brushing, flossing, eating dentally healthy foods, rinsing and regular dental checkups.

State Goal | District Goal | Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Plaque"<br>Group Size: Whole class, individual<br>Materials: film, paper, pencils, crayons<br><br>Procedure(s):<br><br>. Show "How to be a Tooth Keeper" or similar film dealing with plaque and discuss film<br><br>. Who was the enemy?<br>. Where does plaque hide?<br>. What does plaque do?<br>. How can we get rid of plaque?<br>. How do we know if plaque lives in our mouths?<br>. What are some ways to get rid of plaque?<br><br>. Draw a sequence, a picture of:<br><br>. a tooth or teeth with plaque.<br>. a tooth being cleaned.<br>. a healthy tooth.<br><br>. Have students write a letter to their parents telling them how they learned to remove plaque (also what it is). | | "How to be a tooth keeper" or similar film.<br><br>Available from local ESD or:<br><br>Dental EZ Manufacturing Co.<br>Health Ed. Division<br>1201 SE Diehl Street<br>Des Moines, Iowa 50315<br><br>Available in film and filmstrip<br>Filmstrip cost $16.00<br><br>District Resources |

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223

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

224

| District Resources |
|---|
| |

225

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that cavities and other dental problems can often be prevented by special treatment with fluoride.

State Goal
District Goal
Program Goal

Related Area(s)

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Absorbtion"<br>Group Size: Entire class<br>Materials: chalk (white), water in a glass, food coloring<br><br>Procedure(s):<br>. Discuss concept of fluoride being absorbed by the tooth enamel.<br>. Demonstrate absorbtion by dipping a piece of chalk in a glass of colored water.<br>. Remove chalk from water quickly and break chalk open to show how the colored water has soaked into the chalk.<br>. Discuss the fact that teeth must be re-treated often because they loose the fluoride protection as the fluoride wears off. | | District Resources |

226

227

| Suggested Activities: Grade(s) _____ | Suggested Monitoring | Possible Resources |
| --- | --- | --- |
| | | |

District Resources

228

229

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) The student knows that cavities and other dental problems can often be prevented by special treatments with fluoride.

State Goal

District Goal

Program Goal

Related Area(s) Science

| Suggested Activities: Grade(s) | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "The egg experiment"<br>Group Size: Entire class of small groups<br>Materials: Hard boiled eggs, jars, coke or other cola beverage, vinegar, fluoride solution<br><br>Procedure(s):<br>. Take two hard boiled eggs in the shell (or two for each group). Soak one in the fluoride solution for 24 hours. Do not soak the second.<br>. Place fluoride treated egg and untreated egg in separate jars each containing vinegar - soak for 24 hours.<br>. Remove eggs from jars and compare color, texture and hardness of the shells.<br>. Fluoride treated egg should have been more resistant to the acid and therefore harder than untreated egg.<br><br>Extension:<br>. Repeat experiment or conduct a concurrent experiment using cola beverage instead of vinegar.<br>. Repeat experiment by soaking eggs a shorter or a longer period of time in fluoride.<br>. Obtain human or animal teeth and repeat experiment soaking the teeth for several days or a week in each solution. | | District Resources |

230



231

| Suggested Activities: Grade(s): | Suggested Monitoring | Possible Resources |
| --- | --- | --- |
| | | |

District Resources

232

233

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows some characteristics of good dental health; e.g. brushing, flossing, eating dentally healthy foods, rinsing and regular dental checkups.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Only your dentist knows for sure"<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Discuss the idea that even with proper and regular brushing and flossing the teeth may still need professional care.<br><br>. Filling cavities.<br>. Professional cleaning.<br>. Mending broken teeth.<br>. Straightening irregular teeth. (Some students with braces may be able to "show and tell.")<br>. Treating teeth with fluoride. | | District Resources |

234

235

| Suggested Activities: Grade(s) ___ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student values dental professionals as people with important jobs helping others maintain good dental health. B) The student knows that the dentist is a doctor who helps people maintain good dental health. C) The dentist has assistants who also help people maintain good dental health; e.g. dental assistants, oral hygienists.

State Goal | District Goal | Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: A Dentist<br>Group Size: Whole class<br>Materials:<br><br>Procedure(s):<br>Invite a local dentist or hygienist to come speak with the students. Suggested topics:<br><br>. jobs of dental workers<br>. limitations of dental workers<br>. how students can help dental workers<br>. dental examinations<br>. x-rays<br>. the decay process<br>. mouth problems<br>. growth and development of teeth<br>. removal of plaque<br>. When may a child first go to a dentist?<br>. How long after that should he/she return?<br>. What happens in a dentist's office?<br>. What kinds of tools can dental workers show you to use at home?<br>. How many of you have been to the dentist?<br>. What was it like?<br>. When do you plan to go again?<br>. Have children make up questions to ask the guest prior to the guest's visit. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

240

241

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-2

Student Learning Objective(s) The student knows that teeth grow and change.

State Goal

District Goal

Program Goal

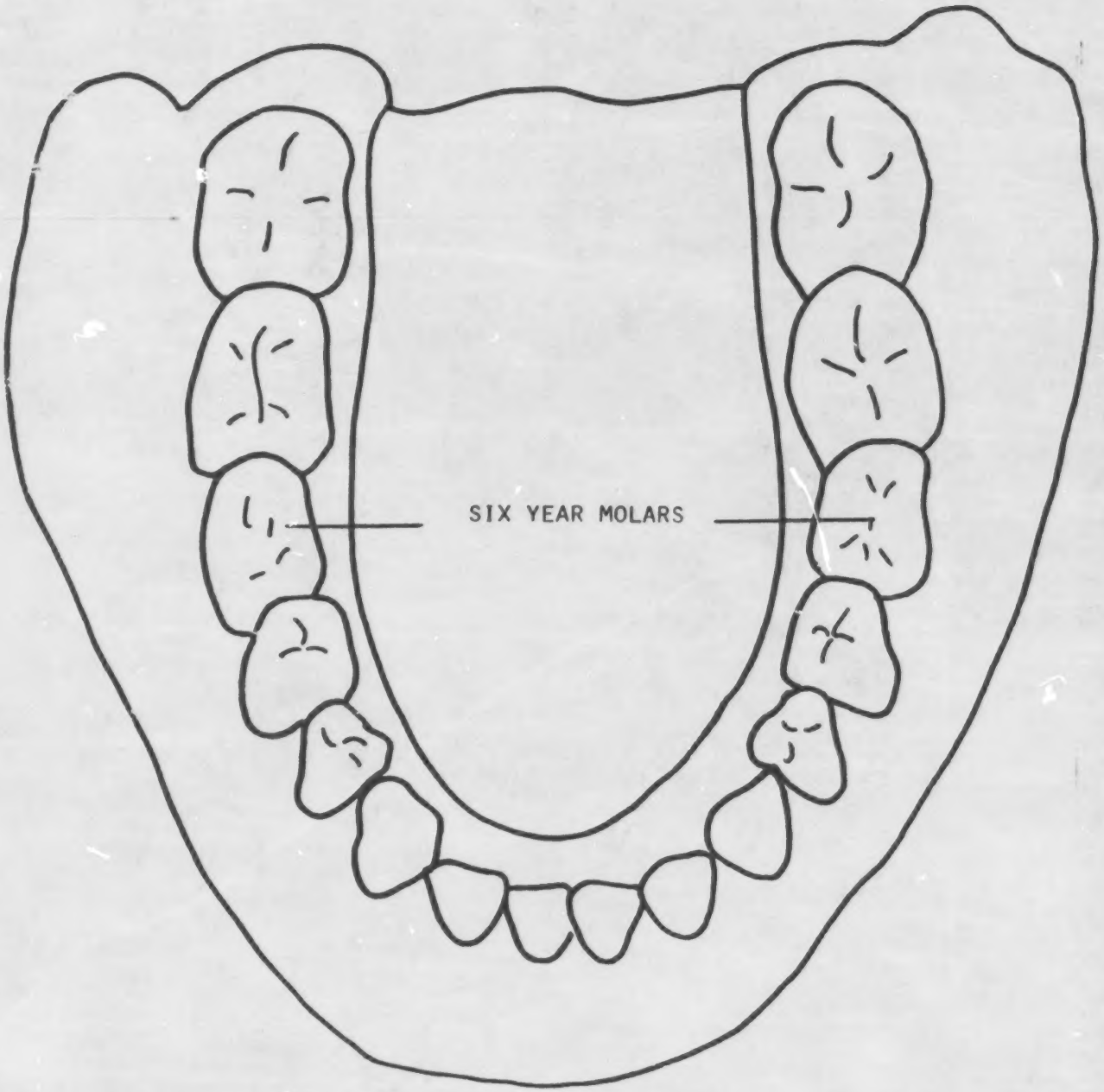
Related Area(s)

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Missing tooth club"<br>Group Size: Group and individual<br>Materials: construction paper, crayons<br><br>Procedure(s):<br>. Using the Primary/Permanent Teeth worksheet, discuss the process of tooth replacement and the importance of caring for primary (or baby) teeth so that the permanent teeth will grow in strong, straight and healthy. Explain that if a permanent tooth is lost or broken, a new one will not grow to take it's place.<br><br>. Explain that the Missing Tooth Club is one that everyone will join as they loose baby or primary teeth. Loosing teeth is a normal process and all students will not loose them at the same time.<br><br>. Make a large chart with a large set of missing teeth (as on worksheet) at the top and number the teeth. Write each child's name down the left side of the chart and make boxes to record which primary teeth each student has lost.<br><br>. As a student loses a tooth or teeth, he/she will determine which tooth it was from the numbered chart - (teeth can also be named; incisor, cuspid, molar, bicuspid) and mark the appropriate box by his/her name. | Check to see if student has recorded the correct tooth as missing. | Primary/Permanent Teeth worksheet<br><br>District Resources |

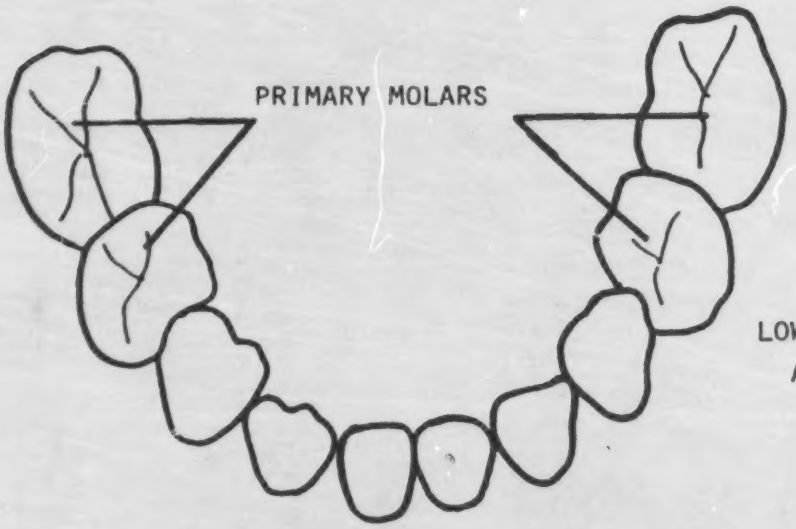
| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension:<br>• Read The Tooth Fairy story and discuss with class. | | District Resources<br>Book:<br>The Tooth Fairy |

PERMANENT TEETH

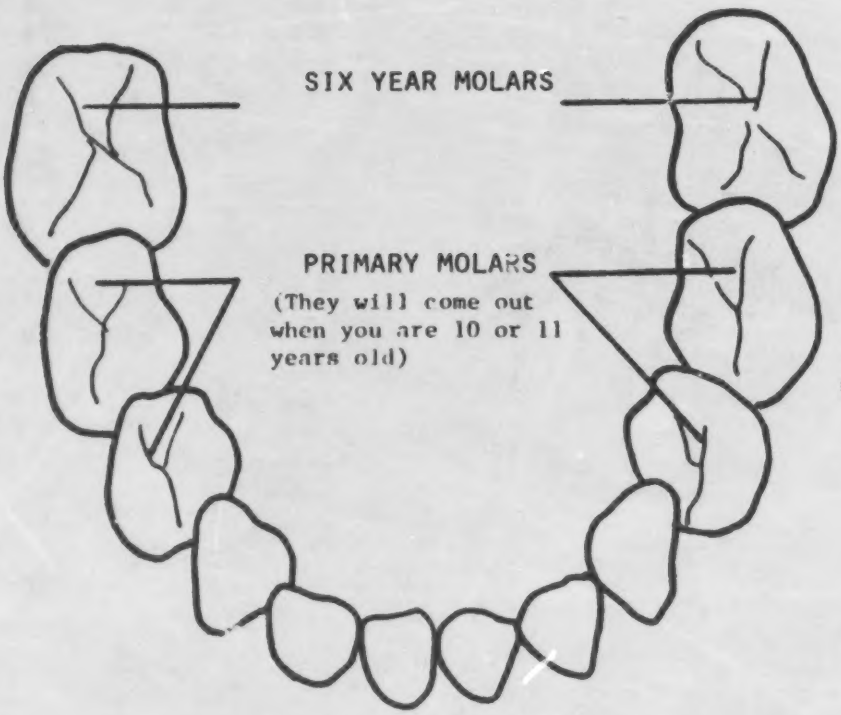
LOWER TEETH



## PRIMARY TEETH




LOWER TEETH
AGE TWO




LOWER TEETH
AGE 6-7

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 1-2

Student Learning Objective(s) The student knows that teeth grow and change.

State Goal

District Goal

Program Goal

Related Area(s)

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Tooth Investigation"<br>Group Size: Entire class and individual<br>Materials: construction paper, crayons, scissors<br><br>Procedure(s):<br>. Have the students design, color and cut-out badges that they can pin on naming them as "Tooth Investigators." Have them also make notes asking a parent or other adult permission to investigate the adult's teeth.<br><br>. Things to investigate:<br><br>. Number of teeth.<br>. Size of teeth.<br>. Color and condition of teeth -- clean and smooth, yellowed, rough, etc.<br>. Number of fillings.<br>. Any missing teeth.<br>. Gold teeth or crowns (explain crowns).<br>. Braces or orthodonic fixtures.<br>. Dentures or replaced teeth (false teeth).<br>. How their own teeth are like an adult's teeth and how they are different.<br><br>. Discuss findings the next day. | This activity should follow activities "Your Mouth" and "Mouth Exploration". | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2, 3

Student Learning Objective(s) The student knows that teeth grow and change.

State Goal

District Goal

Program Goal

Related Area(s) Science, Math

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Meet Your Teeth"<br>Group Size: Whole class<br>Materials:<br><br>Extension: (Use with or without filmstrip at right.)<br><br>. What ages do teeth first appear?<br>. How long do primary teeth last?<br>. What happens when primary teeth are lost?<br>. What different kinds of teeth are there?<br>. What does a tooth look like inside?<br><br>Additional questions:<br><br>. How long does a person have permanent teeth?<br>. What determines how long permanent teeth will last?<br>. What determines how straight permanent teeth grow?<br>. Compare the number of primary teeth to permanent teeth. | | Extension Filmstrip:<br><br>Meet Your Teeth<br>Walt Disney Ed. Materials Co.<br>800 Sonora<br>Glendale, California<br><br>Charts:<br><br>How Teeth Grow and<br>A Healthy Tooth<br>Proctor and Gamble<br>P.O. Box 171<br>Cincinatti, Ohio 45202<br><br>District Resources |

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253

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

254



255

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K, 1

Student Learning Objective(s) The student will know that good dental health is important to speech.

State Goal

District Goal

Program Goal

Related Area(s) Language Arts, science

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Talking, Talking"<br>Group Size: Whole class<br>Materials:<br><br>Procedure(s):<br>. Invite a Communications Disorders Specialist or Speech Therapist to talk with the children about their speech.<br><br>Ideas:<br><br>. Audio tape the children making different sounds with mouth structures (tongue, teeth, cheeks) working together.<br>. Proper placement of tongue in pronounciation.<br>. Mention that speech changes when teeth are lost and changes again when new teeth appear. (This is a normal process). | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

258

259

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2, 3

Student Learning Objective(s) The student knows that dental accidents may be prevented by safe practices.

State Goal

District Goal

Program Goal

Related Area(s) Language Arts, Art, Environment

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Preventing Dental Accidents"<br>Group Size: Whole class<br>Materials: poster paper, paint<br><br>Procedure(s):<br>. Discuss accidents; have them draw pictures that relate to potential accidents in their own lives. i.e. - biting on hard objects; metal spoons, wood hard candy, bones, etc. Picking at teeth with a metal object; hairpin, straight-pin, etc. Running into hard objects like doorknobs. Playing catcher in baseball without a mask. Playing rough sports like tackle football without a mouthguard. Pushing and shoving at drinking fountains.<br><br>. Conduct room search to find potential accidents around classroom or playground.<br><br>. Art projects: "Best Slogan" for Dental Safety Illustrate examples. | Identify dangerous activities for teeth. | PP - Chart:<br><br>How to Prevent Broken Teeth<br>American Society of Dentistry for Children<br>211 East Chicago Ave.<br>Chicago, IL 60601<br><br>District Resources |

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261

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

202



203

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K, 1

Student Learning Objective(s) The student is able to clarify his/her own dental values.

State Goal

District Goal

Program Goal

Related Area(s) Language Arts

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Happy Tooth"<br>Group Size: Whole class<br>Materials:<br><br>Procedure(s):<br>. Read the story of "Happy Tooth". (Extension: flannel board pieces as the story progresses.)<br><br>. The story can be retold by students dramatizing the character. (And/or using the flannel board.)<br><br>. Story.<br><br>. Discussion questions:<br><br>. The Sweet's were nice but what would have happened if Happy Tooth would have stayed with them? (Concept - sweets taste good and are fun - but they can cause us to have cavities and other tooth troubles.)<br><br>. What would have happened if Tilly Toothbrush hadn't come along?<br><br>. How do you think Tilly got rid of Nass T. Cavity?<br><br>. Is Nass T. Cavity gone for good or will Cavity be after Happy Tooth again? | | Flannel Board<br><br>Flannel Board Pieces<br><br>District Resources |

264



265

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| THE STORY OF "HAPPY TOOTH"<br>Once upon a time, Happy Tooth took a walk through the forest just outside of town. Happy got lost and walked and walked until Happy was very tired. The sun was going down and just as it was getting dark, Happy Tooth came to a house. It was the home of Mr. and Mrs. Sweets. Mr. Sweets invited Happy Tooth to come in. Happy Tooth met the Sweets' children; Sally Cake, Susie Pie, Billy Candy Bar and Bobby Cookie. They were such a pleasant family. Happy Tooth liked staying with them. They were all so sweet.<br><br>Meanwhile, Nass T. Cavity -- the hidden villain of the forest -- came to the home of Mr. and Mrs. Sweets because Nass T. had heard about Happy Tooth. Nass T. demanded to have Happy Tooth. You see, Nass T. Cavity just loved to eat Happy Teeth. Happy Tooth ran out the door into the forest. Nass T. Cavity chased him. By chance, Happy Tooth met Tilly Toothbrush. "Help me! Help me!" cried Happy Tooth. Nass T. Cavity was just jumping on Happy Tooth when Tilly came to the rescue and chased the villain away. "Thank you! Thank you!" said Happy Tooth. "You are my good friend, Tilly Toothbrush!" | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2, 3

Student Learning Objective(s) The student knows that food habits can affect dental health.

State Goal

District Goal

Program Goal

Related Area(s) Art

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Nutrition"<br>Group Size: Individual<br>Materials: crayons, old magazines<br><br>Procedure(s):<br>. Show pictures of foods to students and ask them to identify the foods in each picture. Discuss the affects of sweets and the process of decay. Give the students many examples of dentally healthy foods and dentally unhealthy foods or have them generate lists that are written on a blackboard.<br><br>. Have the students draw pictures of foods. These pictures may be cut out and placed on a bulletin board under categories, (good, harmful). The cut-outs could also be used in small group work where students have to make group collages. The same thing may be done with pictures from old magazines. | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student knows some characteristics of good dental health; e.g. brushing, flossing, eat dentally healthy foods, rinsing and regular dental checkups.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Food Fair"<br>Group Size: Entire class<br>Materials: Various raw vegtables cut up and cleaned.<br><br>Procedure(s):<br>. Explain that some foods are "dentally healthy" and give some examples - celery, apples, carrots, popcorn.<br><br>. Ask students to name several more foods that stimulate and clean our teeth and gums.<br><br>. Have each student bring an assigned vegtable from home (see list below and have a food fair with the clean, raw, dentally healthy food). Each student samples each of the varieties.<br><br>. Talk about how these foods can be used as snacks instead of dentally unhealthy foods like candy, pop and high sugar content foods.<br><br>Possible foods to include:<br><br>Apples, oranges, bananas, grapes, all types of fresh fruit, pineapple and unusual fruits. Califlower, mushrooms, celery, carrots, green pepper, red pepper, broccoli and green onion. Students can develop list based on local and seasonal availability. | | Have each student supply a vegtable from home or check with school or district kitchens.<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2, 3

Student Learning Objective(s) The student values cleaning his/her teeth daily as a means to enhance health.

State Goal

District Goal

Program Goal

Related Area(s) Language Arts

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Dudley the Dragon"<br>Group Size: Whole class<br>Materials:<br><br>Procedure(s):<br>. Use the film, Dudley Dragon to introduce the topic of feelings. Dudley feels much better after cleaning his teeth. He was proud to have a lot of friends and it became very important that he clean his teeth to keep friends.<br><br>. Discussion using open ended sentences:<br>. Dudley felt proud when...<br>. Dudley was sad when...<br>. I feel good when...<br>. I feel afraid when...<br>. I feel bla when...<br>. I feel sad when...<br>. I feel excited when...<br>. My teeth feel good when...<br>. My teacher feels good when...<br>. I feel hurt when...<br>. My mouth feels bla when...<br>. My tongue feels neat when...<br>. My teeth are sad when...<br><br>. Create a bulletin board using Dudley Dragon. Have children make pictures of Dudley showing different feelings to go around the bulletin board, OR use the topic "Dudley feels good because..."<br><br>. Creative writing project on "I am a healthy tooth when..." | | Film:<br><br>Dudley Dragon<br>American Dental Assoc.<br>Bureau of A.V. Service<br>211 East Chicago Ave.<br>Chicago, IL 60611<br><br>Order # TV-99 4 1/2 Min.<br>Free Loan to Teachers<br>Purchase Price $35.00<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K, 1

Student Learning Objective(s) The student values being responsible for his/her own dental health.

State Goal

District Goal

Program Goal

Related Area(s) Art

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Responsibility"<br>Group Size: Individual<br>Materials: drawing paper, crayons or paint<br><br>Procedure(s):<br>. Discuss with the class what is meant by responsibility. Why is responsibility important? What kinds of responsibilities do you have for yourself?<br><br>. Examples of Responsibilities:<br><br>. Taking a bath or shower.<br>. Dressing yourself.<br>. Cleaning teeth.<br>. Taking out the garbage.<br>. Doing the dishes.<br>. Helping someone who is hurt.<br>. Caring for a pet. | | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | |
| | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2, 3

Student Learning Objective(s) The student values being responsible for his/her own dental health.

State Goal

District Goal

Program Goal

Related Area(s)

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Responsibility"<br>Group Size: Individual<br>Materials:<br><br>Procedure(s):<br>. Explain that much of the time children are allowed to make decisions for themselves and other times other people make them for children. As they get older, children make more and more of their own decisions; however, adults are around for advice.<br><br>. Read from the following decisions and have the children write who makes that decision in their life (parent, teacher, adults, brother, sister, themselves, etc.).<br><br>. What time you go to bed.<br>. What you watch on T.V.<br>. What you wear to school.<br>. When and how you clean your teeth.<br>. Who your friends are.<br>. What you do during free time.<br>. What you do after school.<br>. What sports you participate in.<br><br>. Ask the students for some sample issues that involve decisions and ask them to identify who makes them. Discuss how they make decisions for themselves. | | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SUBJECT: Health

SPECIFIC AREA: Disease Education

| | Page | Suggested Grade Placement | District Placement | | | | | |
|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | |
| . some ways to stay healthy. | 143 | K-3 | | | | | | |
| . some characteristics of communicable disease. | 151 | 1-3 | | | | | | |
| . some diseases can be prevented by immunization. | 155 | 1-3 | | | | | | |
| . that some diseases can be cured. | 155 | 1-3 | | | | | | |
| . that some diseases cannot be cured, but can be controlled. | 161 | 1-3 | | | | | | |
| . that some diseases cannot be cured and cannot be controlled. | 163 | 1-3 | | | | | | |
| . some drugs are helpful when used properly, i.e., they can help us stay healthy or help us get healthy again if we are sick. | 165 | 1-3 | | | | | | |
| **The student is able to:** | | | | | | | | |
| . give some examples of personal habits that promote good health. | 143 | K-3 | | | | | | |
| . identify some people that promote good health; e.g. doctors, dentists, nurses, nurse practitioners, oral hygienists, pharmacists, parents, teachers, health department personnel, community service agency personnel, etc. | 159 | K-3 | | | | | | |
| **The student values:** | | | | | | | | |
| . good health. | 143 | K-3 | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

294

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student values good health.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Favorite Things & Favorite People<br>Group Size: individual/entire class<br>Materials: paper, pencils, crayons<br><br>Procedure(s):<br>. Have students think of three things that they really like to do and three people they really like to be with (other than people at home). Write down or draw the three things and three people.<br>. Discuss how being sick sometimes limits our activities. Have students consider their lists and ask if they could still do those things and be with those people on their lists if they were sick.<br>. Discuss concept that we must be healthy to do the things we want to do and be with the people we like.<br>DISCUSSION QUESTIONS<br>. Have you ever had to stay home when "everyone else got to go?"<br>. Have you done something recently that you would have had to miss if you were sick?<br>. Did your family every have to change plans because you were sick?<br>. Has a friend ever come to play, but you could not go out because you were sick?<br>. Why can't our friends visit us sometimes when we're sick? | | District Resources |

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296

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) A) The student knows some ways to stay healthy. B) The student is able to give some examples of personal habits that promote good health: rest, diet, exercise, cleanliness. C) The student values good health.

State Goal 2

District Goal

Program Goal 2,3

Related Area(s) Vocabulary, Art, Music

## Suggested Activities: Grade(s) 1-3

Title: Good Health Train
Group Size: entire class/individual
Materials: "Good Health" train bulletin board with all the cars blank. (Space for pictures.)

Procedure(s):

- Discuss the things we can all do for ourselves to ensure our own good health (rest, diet, exercise, safety, watching for symptoms, dental care, etc.) Write ideas on the board as the class thinks of them.
- Have each student draw a picture of one or two of the health habits discussed. Tell them we need pictures to complete the train.
- When train is completed, discuss how important these habits are. Who will do them for us if we don't? When are you old enough to do these habits for yourself?

Extension: In each car of train, have students place pictures they have cut from old magazines, which relate to health habit on outside of car; e.g., tooth brushing car would have pictures of tooth-paste and carrot sticks, etc.

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## Suggested Monitoring Procedures

Students, with help of teacher list all the things they do for themselves and a list of all the things that others do for them to keep healthy.

## Possible Resources

Study Prints:
--DEFENSE AGAINST THE COMMON COLD. Walt Disney
Record:
--MOUTH. Educational Activities

## District Resources

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-3

Student Learning Objective(s) The student values good health.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) Reading, Art

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Feeling Good - Feeling Bad<br>Group Size: individual/entire class<br>Materials: thermometer, cardboard<br><br>Procedure(s):<br>. Discussion points:<br>. Review how you feel when you are ill. (hurt, hot from temperature, upset stomach).<br>. Review how you feel when getting well (weak, fatigue, left out).<br>. Discuss individual ideas of how we feel when we are ill.<br>. Discuss symptoms of various common childhood diseases.<br>. Discuss purpose, use, and precautions of a thermometer. See activity below.<br>. Draw a picture of how we look when we don't feel well.<br>Extension: Make get-well cards for classmates who are ill. Draw a picture. Paste it on cardboard. Then cut it up into a puzzle to send to a child who is ill.<br><br>Title: Thermometer<br>Group Size: entire class<br>Materials: thermometers<br><br>Procedure(s):<br>. Teacher demonstrates how to properly use a thermometer.<br>. Discuss what disinfect means and how to disinfect thermometer. (Wash with cold water, use alcohol.) | The student draws pictures showing how people feel when ill. | Books:<br>--Udry, J.M BETSY BACK IN BED Whitman<br>--Lerner, M.R. DEAR LITTLE MUMPS CHILD, Medical Books<br>--Lerner, M.R. PETER GETS THE CHICKENPOX, Medical Books<br>—Gilbert, M. KAREN GETS A FEVER Medical Books<br><br>District Resources |

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| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Using colored chalk and black board, discuss how to read a thermometer.<br>. Each student uses a thermometer. Disinfect between each use.<br>. Discuss "normal" temperature and indicate even in this we are different. | | |

District Resources

301



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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some ways to stay healthy. B) The student is able to give examples of some personal habits that promote good health. C) The student values good health.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Trash Bag<br>Group Size: small groups<br>Materials: trash bag<br><br>Procedure(s):<br>. At the beginning of the week, the teacher brings a large trash bag. Each day the students collect the trash that is either on the playground or in the classroom and put it in the trash bag.<br>. At the end of the week, the trash is weighed. The teacher leads a discussion about what would happen if the trash were never picked up without their help? How might trash affect your health? Could garbage collectors do it all?<br>. Discuss how they can help keep trash from accumulating too much. Discuss other ways community people can work together. Is this important?<br>. Students draw pictures of "litter bugs."<br>. Variation: Have class secretly pick up school-ground litter for one week. Then surprise the rest of the school with display of all the refuse and litter-bug pictures drawn by the class.<br>. Discuss how accumulations of trash could lead to sickness and disease; i.e., increase in rodent and insect population, etc. | | District Resources |

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Not to Share"<br>Group Size: individual<br>Materials:<br><br>Procedure(s):<br>. Students draw a picture of themselves and title it JUST FOR ME on a large piece of construction paper.<br>. Discuss things not to share and why.<br>. Draw items around their own picture of things that they should not share for reasons of health (i.e., toothbrush, shoes, medicine, brush, comb, glasses, food partially eaten). | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some characteristics of communicable disease. — State Goal

B) The student knows some ways to stay healthy. — District Goal

Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Define "communicable" and discuss it's meaning.<br>. Illustrate the concept of communicable disease with the following activities:<br><br>Title: Sneezing Puppet<br>Group Size: entire class<br>Materials: puppet with an atomizer or shaker inside filled with talcom powder or flour, paper, crayons<br><br>Procedure(s):<br><br>. Introduce puppet, but as puppet starts to talk to the class it begins to sneeze. (Shake or squirt mist over children in class.) Puppet is so sorry but teacher and puppet talk about spread of contagious diseases. Include class in the discussion.<br>. Have children draw a picture of a germ. | | Record:<br>"Keep the Germs Away," HEALTH and SAFETY, Educational Activities, P.O. Box 392, Freeport, NY 11520<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: String Game<br>Group Size: entire class<br>Materials: ball of string<br><br>Procedure(s):<br>. Students stand randomly around the room. One student is given the ball of string. This student attaches the end of the string to a finger or wrist and then throws the ball of string to another student. The student who receives the string wraps the string around a finger or wrist and throws the ball of string on to another student. This action continues until each student has an opportunity to receive the ball of string.<br><br>. Discuss how germs are transmitted from one host to another.<br><br>Title: Air Borne Germs<br>Group Size: entire class<br>Materials: projector or flashlight<br><br>Procedure(s):<br>. Darken the classroom and turn on the light from the movie projector. Dust particles that are in the air can be seen in the stream of light from the projector to the wall.<br>. Discuss how germs can be attached to the dust particles and how they can be transmitted from one host to another through the air.<br>. Discuss the importance of adequate ventilation in order to remove microscopic particles from the air, covering coughs and sneezes, staying home when ill, etc. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some characteristics of communicable disease. B) The student knows some ways to stay healthy. C) The student is able to give some examples of personal habits that promote good health. D) The student values good health.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: "Colds"<br>Group Size: entire class<br>Materials: study prints "Defense Against the Common Cold"<br><br>Procedure(s):<br>. Discussion hints:<br>. What are some things that happen to our bodies when we have a cold? (sneeze, cough, nose runs, eyes water, headaches, may have temperature)<br>. What things might cause a cold? (getting it from someone else, getting damp and chilled, getting tired and run down, not eating meals that are filled with nutritious foods)<br>. How can we help prevent catching a cold? (not getting too close to others with colds, staying out of the rain and wind, getting enough sleep, eating a variety of nutritious foods)<br>. Can we prevent giving colds to others when we have a cold? (cover your mouth when you sneeze or cough; don't share personal items with others [drinking glasses/cups, gum, candy, hankerchiefs, utensils] stay at home when you have a bad cold)<br><br>Title: Cover Your Mouth<br>Group Size: individual<br>Materials: paste, construction paper, facial tissue, stapler<br><br>Procedure(s):<br>. Discuss the importance of covering the mouth and nose while sneezing. As a follow-up activity | Students stay home when they have colds<br><br>Students cover coughs and sneezes. | District Resources |

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| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| students cut out a circle or oval to be used as a face. Using colored paper, cut and paste features on the face.<br>. Students then trace around one of their own hands and cut it out. Place a facial tissue over the mouth and staple hand on top of tissue.<br>. Display these faces on a bulletin board entitled COVER YOUR SNEEZE.<br><br>Title: Infections<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Invite nurse to class to discuss how cuts and scratches invite germs, how to cleanse, and take care of skin wounds (abrasions). Ask her/him to connect this to tetanus immunization. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that some disease can be cured. B) The student knows that some disease can be prevented by immunization.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Disease History<br>Group Size: entire class<br>Materials: individual student disease record sheets, guest speaker (optional)<br><br>Procedure(s):<br>. Make up a simple chart listing common childhood diseases; e.g. chicken pox, measles, mumps, rubella, strepthroat, ringworm, colds, etc. (Check with nurse for list of diseases common to your area.) Leave blank space next to disease.<br>. Send a copy of the list home with each student to be checked by parent(s) if student has had the disease or diseases listed. You may want to leave space for additions. A note to parents explaining that the list is going to be used for a lesson on diseases may be helpful.<br>. Make a large chart on the board and record the class totals for each disease.<br>. Discuss each disease or invite a doctor, nurse, nurse practitioner or other knowledgeable person into class to discuss each disease.<br>. Emphasize the fact that the diseases that the students had were cured.<br>. Discuss the concept of immunity--<br>. natural immunity obtained by contracting disease<br>. induced immunity obtained by injection (innoculation)<br>. some diseases are mild and so children are usually not innoculated; e.g. chicken pox, mumps, measles<br>. some diseases are very serious and dangerous and children should be innoculated; e.g. polio, whooping cough, tetanus, diptheria | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . some groups (religious, cultural) do not believe in innoculation.<br>. Relate story of Joseph Salk and similar pioneers in innoculations for disease prevention.<br>. Discuss concept that some diseases are not affected by innoculation or immunity and can be contracted many times; e.g. colds, flu. | | |

| District Resources |
|---|
| |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some ways to stay healthy. B) The student knows some characteristics of communicable disease. C) The student knows that some disease can be prevented by immunization. D) The student values good health.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|

**Title:** Immunization
**Group Size:** individual/entire group
**Materials:** immunization forms, parent permission

**Procedure(s):**

- Prior to this activity, check to see if any parents do not believe in immunizations. An alternate activity is needed for these students.
- Work with the nurse and parents to develop individual charts showing the student's immunization records.
- Discuss what booster shots mean.
- Students can take their individual charts home and encourage their parents to provide for needed booster shots.

| SAMPLE | Measles | Mumps | | |
|---|---|---|---|---|
| Susie | | | | |

The student identifies his/her own immunization records.

The student explains the importance of renewing booster shots.

**Title:** White Glove
**Group Size:** entire class
**Materials:** white gloves

**Procedure(s):**

- One student wears the white gloves for one hour. During this time the student must perform all regular classroom activities (i.e., reading, writing, counting lunch money, etc.). At the end of an hour check gloves to see if they have become soiled.

The student explains how germs are transmitted by touching.

The student explains the relationship between dirt and the spread of diseases.

The student identifies two ways to prevent the spread of disease.

District Resources

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| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Discuss why gloves became soiled. Relate this to how hands become soiled during our daily routine. Discuss how germs found on the surface of objects are transmitted from objects to people through touch.<br>. Students wash gloves. Relate back to telephone medium in Spreading Germs.<br>. Variation: The above activity can be followed with:<br>. Demonstrate the proper way of washing hands and face and have students practice.<br>. As part of classroom routine, have students wash hands before eating lunch.<br>. Demonstrate the "hidden dirt" on a child who appears to be clean and who volunteers. Wash an area of the skin with rubbing alcohol using a piece of cotton. Show the dirty cotton to the class.<br>. Before washing, students use a magnifying glass to examine dirt in the creases and folds of their skin. After washing, have pupils again use a magnifying glass to examine their hands.<br>. Students check under finger nails for dirt and practice using a finger nail file in order to keep nails clean. | | |
| Title: Vocabulary<br>Group Size: individual<br>Materials:<br><br>Procedure(s):<br>. Students learn vocabulary:<br><br>germ (or bacteria and virus)<br>measles<br>chicken pox<br>colds<br>diptheria<br>whooping cough<br><br>communicable<br>mumps<br>flu<br>tetanus<br>polio | Students define communicable.<br><br>Students do not loan personal grooming items.<br><br>Students draw pictures of ways that germs go from one person to the next. | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to identify some people that promote good health; e.g. doctors, dentists, nurses, nurse practitioners, oral hygenists, pharmacists, parents, teachers, health department personnel, community service agency personnel, etc.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

## Suggested Activities: Grade(s) K-3

Title: Community Helpers
Group Size: individual
Materials: pictures - community helpers

Procedure(s):
- Add student drawn pictures to Trend COMMUNITY HELPERS and make bulletin board.

Title: Health Workers
Group Size: entire class
Materials:

Procedure(s):
- Discuss community helpers and their responsibilities:
  - Invite the school nurse, a doctor or dentist to tell how they help to keep the students well.
  - Invite the school nurse to explain a health check-up.
  - Visit the nurse's office and have him/her explain his/her equipment.
  - Have the children tell of their own visits to the doctor or dentist.
  - Draw pictures of the doctor's office and equipment.
  - Dramatize a visit to the dentist or doctor.
  - Write thank-you letters to visiting speakers.

## Suggested Monitoring Procedures

## Possible Resources

Bulletin Board:
--COMMUNITY HELPERS. Trend, Learning World, 500 Westlake Ave. North, Seattle, WA 98109
Kit:
--WHEN I GROW UP, I WANT TO BE Instructor, Learning World, 500 Westlake Ave. North, Seattle, WA 98109
Books:
--Berger, Knute. A VISIT TO THE DOCTOR. Grosset
--Gilbert, Miriam. KARENT GETS A FEVER. Medical Books

## District Resources

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Ask nurse to visit class prior to immunization program. (Ask the nurse to display the equipment and medicines used in innoculations and to discuss the various diseases and their implications. This should help instill a positive attitude about getting "shots" and hopefully, take away some of the fear connected with the "needle.")<br>. Vocabulary:<br>Shots — Innoculation<br>Clinic — Doctor's Office<br>Disease — Communicable<br>Needles — Visiting Nurse<br>Immunity<br>. Make a field trip to a sanitation disposal site; a water treatment facility; a public health department; a health clinic that may have an x-ray technician or a respiratory therapist; to a voluntary agency such as the Cancer Society; to a pharmacy | | --Jubelier, Ruth. JILL'S CHECK UP. Melmont<br>--Lerner, M.R. DEAR LITTLE MUMPS CHILD. Medical Books<br>--Lerner, M.R. PETER GETS THE CHICKEN POX. Medical Books<br>--Weber, Alfons, M.D. ELIZABETH GETS WELL<br>--Stein, Sara Bonnett, A HOSPITAL STORY<br>Posters:<br>--Rubella posters<br>--March of Dimes materials<br>--Lerner, M.R. DOCTOR'S TOOLS. Medical Books<br>--Rey, M. CURIOUS GEORGE GOES TO THE HOSPITAL. Houghton |
| | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that some diseases cannot be cured, but can be controlled.

| | |
|---|---|
| State Goal | 2,4 |
| District Goal | |
| Program Goal | 8 |

Related Area(s) _____

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Controlled Diseases<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Invite a person from the heart association or someone with a controllable disease (multiple sclerosis, diabetes, epilepsy, etc.) to talk about their ability to overcome their disability and lead active, productive lives, special precautions they must take and family adjustments that must be made. Have as many different speakers as necessary. | Role play the courtesies that students should recognize while in contact with recognizable differences. | Local chapters of:<br>—Heart Association<br>—Cancer Society<br>—March of Dimes<br>--Muscular Dystrophy<br>--Epilepsy Society<br>--Lung Association<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that some diseases cannot be cured and cannot be controlled.

State Goal 4,7,10

District Goal

Program Goal 1,4

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Disease<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Discuss diseases that children use to die from (polio, diptheria, small pox, typhoid fever, pneumonia, etc.). Most of these diseases are no longer a threat because we have medicine to prevent or cure them.<br>. Students may ask parents if grandparents ever lost children to disease.<br>. Discuss that there are still diseases that cannot be cured that cause death sometimes. (cancer, heart, etc.)<br>. Read and discuss one of the stories suggested. | | Books:<br>--TEN GOOD THINGS ABOUT BARNEY<br>--Viorst, Judith. MY GRANDSON LEW<br>--WHY DID HE DIE?<br>--NANA UPSTAIRS, NANA DOWNSTAIRS, DePoole<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 2-3

Student Learning Objective(s) The student knows some drugs are helpful when used properly; i.e., they can keep us healthy or help us get healthy again if we are sick.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) Art, Reading, Career Education

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Doctors and Drugs<br>Group Size: individual<br>Materials: tape and worksheet "Doctors and Drugs"<br><br>Procedure(s):<br>. Students complete worksheet as they listen to tape DOCTORS AND DRUGS.<br><br>Title: Drugs: Friend or Foe<br>Group Size: entire class<br>Materials: filmstrip: DRUGS: FRIEND OR FOE<br><br>Procedure(s):<br>. View filmstrip. Discussion points:<br>. What are benefits of drugs?<br>. What are hazards of misuse of drugs?<br>. What are some rules about taking medicine?<br><br>Title: Misusing<br>Group Size: individual<br>Materials: book: YOUR HEALTH AND YOU<br><br>Procedure(s):<br>. Students read pages 163-178 and then draw pictures of what drugs might do if they are misused. | The teacher observes that the students do not take aspirin or other medicine on their own.<br><br>The student expresses appreciation for the value of drugs and concern about the hazards of misuse of drugs. | Filmstrip:<br>--DRUGS: FRIEND OR FOE. Marsh Film Publishing Co., P.O. Box 8082, Shawnee Mission, Kansas 66208<br>Tape and worksheets:<br>--DOCTOR AND DRUGS. Wollensak Tape, Photo and Sound, 1205 North 45th Street, Seattle, WA 98103<br>Book:<br>—Fodor. YOUR HEALTH AND YOU. Laidlaw<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Health

SPECIFIC AREA: Family Living: Growth and Development

| | Page | Suggested Grade Placement | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | | |
| . a father and mother are needed to begin the growth and development of a baby. | 169 | K-2 | | | | | | | |
| . human babies need to grow for nine months before birth. | 171 | K-3 | | | | | | | |
| . that babies are alike in many ways (physical needs, basic appearance, physical features, emotional support). | 173-174 | K-2 | | | | | | | |
| . that babies are different in many ways (skin, eyes, hair, sex, size, personality). | 173-174 | K-2 | | | | | | | |
| . that as babies and all young people grow older they assume more responsibility for self-care. | 179 | K-3 | | | | | | | |
| . adults assume more responsibility to care for themselves and others. | 183 | 1-2 | | | | | | | |
| . as people grow older they may again need more care from others. | 187 | 1-2 | | | | | | | |
| . some people grow and develop with special needs (physical handicaps). | 189 | K-3 | | | | | | | |
| **The student is able to:** | | | | | | | | | |
| . give examples of ways he/she cares for him/herself. | 179 | K-3 | | | | | | | |
| . give examples of ways adults in his/her family care for themselves. | 183 | 1-2 | | | | | | | |
| . give examples of ways that we all care for other people. | 185 | K-3 | | | | | | | |
| . give examples of kinds of special care needed by handicapped people. | 189 | K-3 | | | | | | | |
| **The student values:** | | | | | | | | | |
| . the worth of all people. | 173-174 | K-3 | | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-2

Student Learning Objective(s) The student knows father and mother are needed to begin the growth and development of a baby.

| | |
|---|---|
| State Goal | 2,4,7 |
| District Goal | |
| Program Goal | 4,6 |

Related Area(s)

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|

Title: Parents and Babies
Group Size: entire class
Materials: collection of animals in sets of male, female, baby--e.g. cattle-bull, cow, calf; horse-stallion, mare, colt; sheep-ram, ewe, lamb; chicken-rooster, hen, chick; human-man, woman, baby.

Procedure(s):

- Introduce the concept that it takes two animals, (male and female) to start the growth of a new baby and that the baby will have some characteristics from each parent.
- Display pictures of adult animals and humans in pairs in random order around the room. Keep baby pictures close in front. Have the children identify which animals were the parents of the babies.
- As they identify the animals ask:
  - What ways do the babies resemble their parents?
  - What ways are they different?
  - What role does father play in caring for baby animal/human baby?
  - What role does mother play?
  - Are the roles always the same?
  - Discuss different role possibilities; i.e., father staying home caring for baby while mother works.

District Resources





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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement K-3

Student Learning Objective(s) The student knows that human babies need to grow for nine months before birth.

| | |
|---|---|
| State Goal | 2,4 |
| District Goal | |
| Program Goal | 4 |

Related Area(s) Science

## Suggested Activities: Grade(s) K-3

Title: Baby Chicks
Group Size: entire class
Materials: fertilized eggs, incubator (talk to someone who lives on a farm or sells farm supplies who might lend equipment), paper, crayons, pencil

Procedure(s):

- Place fertilized eggs in incubator in an easily visible place in the classroom.
- Discuss the difference between eggs you buy at a store and fertilized eggs.* Explain that all animals begin as fertilized eggs.
- Discuss special care of fertilized eggs, in incubator (i.e., warmth, turning, protection from being hurt). Explain that before children are born their mothers take special care of them (i.e., mother eats good food, gets enough rest and exercise, goes to doctor for check-ups).

Extension:
Discuss that it takes 21 days to hatch an egg and nine months to develop a baby. Put calender up around the room so students can see all nine months. Mark time for other animals; e.g. horses, cows, dogs, cats, rabbits, hamsters.

Extension:
Discuss that as an incubator is made ready for eggs; a family prepares for a new baby (i.e., a place is needed for the baby to sleep, clothing and preparation for feeding are needed).

*Generally, eggs purchased at store are not fertilized.

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## Suggested Monitoring Procedures

The students individually or as a class will maintain a diary and calendar of the chicks' growth. (Show pictures of development from references. Use books, films and filmstrips to help children understand what is going on during the 21 days.)



## Possible Resources

Books:
--EGG TO CHICK-book showing pictures of growth from egg to chick.
--HOW ARE WE BORN, Julian May, Follet Family Life Education Program (spec. pg. 26-34)
--A BABY IS BORN, Maternity Center Assoc., Grosset & Dunlap (spec. pg. 18-33)
--A BABY STARTS TO GROW, Paul Showers, Crowell
--ALL ABOUT EGGS & HOW THEY CHANGE INTO ANIMALS, Millicent Selsam

## District Resources

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| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| **QUESTIONS FOR DISCUSSION:**<br>. What is the difference between a fertilized and non-fertilized egg?<br>. What are some ways a mother hen takes care of her eggs?<br>. What are some ways your mother took care of you before you were born?<br>. How long does it take a chicken to grow and develop inside the shell?<br>. How long does it take a baby to grow and develop inside his/her mother? | | --THAT NEW BABY, Sara B. Stein, Open Family Book (spec. pg. 6-12<br>--HORTON HATCHES AN EGG, Dr. Suess<br>Films:<br>--CELLS - A FIRST FILM - 11 min.<br>--LIVING & NON-LIVING THINGS - 12 min.<br>--POULTRY ON THE FARMS - 11 min. |
| | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A) The student knows that babies are alike in many ways (physical needs, basic appearance, physical features, emotional support, interests). B) The student knows that babies are different in many ways (skin, eyes, hair, sex, size, personality). C) The student values the worth of all people.

State Goal 2,7

District Goal

Program Goal 4,6

Related Area(s) Arithmetic

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: The Two Babies<br>Group Size: entire class<br>Materials: story: The Two Babies<br><br>Procedure(s):<br>. Read and discuss the story.<br>QUESTIONS FOR DISCUSSION:<br>. How were Henry and Sam the same? (Age, sex, features.)<br>. How were they different? (Skin color, personality.)<br><br>Title: Looking at Babies<br>Group Size: entire class<br>Materials: pictures of babies from magazines, etc.<br><br>Procedure(s):<br>. Using pictures, discuss likenesses and differences in babies (basic appearance, physical needs, physical features, need for emotional support).<br><br>Title: "Real Live Baby"<br>Group Size: entire class<br>Materials: A baby brother or sister or someone in the class, or contact the LaLeche League.<br><br>Procedure(s):<br>. Discuss likeness and difference of baby to students in class. Let mother tell about baby--how often it eats, sleeps, diaper changes, cries, etc.<br><br>. Have students prepare questions of their own prior to visit. | | Books:<br>--National Institute of Drug Abuse, SUPER ME, SUPER YOU.<br>--Kraus, Robert, LEO THE LATE BLOOMER.<br>--Greenfield, Eloise, SHE CAME BRINGING ME THAT LITTLE BABY GIRL.<br>--Keats, Ezra Jack, PETER'S Chair.<br><br>District Resources |

# THE TWO BABIES

Henry and Sam were born on the same day, in the same hospital. They looked the same, like all babies. They both had tiny little faces and some fluffy hair. They both had tiny little hands with curled-up fingers. They were both very soft and very small.

Henry's mother and father and Sam's mother and father looked at them, and smiled.

"Isn't he cute!" said Henry's mother and father.

"Isn't he cute!" said Sam's mother and father. Of course, they both were, like all babies.

And, like all babies, Henry and Sam were different. Henry was bigger than Sam. Sam had more hair than Henry. Henry was brown. Sam was pink. Henry slept more, and Sam cried more.

"Look how nice he sleeps!" said Henry's mother proudly, when Henry fell asleep in her arms.

"Listen to that boy yell!" said Sam's mother proudly, when Sam pushed out his arms and kicked his feet and opened his mouth and cried.

"Aren't they nice babies!" said both mothers. And of course, they both were.

Henry and Sam's mother got to be friends in the hospital. So when Henry and Sam were both three months old, Henry's mother brought him to Sam's house for a visit. They put the babies on chairs, with pillows around them to keep them safe.

Sam wiggled around a lot on his chair. He kept sliding down onto the pillows and crying to get back up. Sam's big sister shook a shiny rattle for him. Sam watched the rattle and then reached out for it. He laughed.

"Look at that!" said Henry's mother. "Listen to him laugh. And the way he moves around!"

Henry had gone to sleep in his chair. But after a while he woke up. He looked at the rattle, and then he smiled.

"What a quiet, goodnatured baby he is," said Sam's mother.

"They're both so cute!" said Sam's sister. And of course, they both were.

Sam and Henry kept on growing up.

Sam learned how to sit up by himself. He moved around a lot and wiggled a lot. He started to crawl. He was a noisy baby. He laughed and cried and made lots of little sounds that were almost like talking.

Henry learned to sit up by himself, too. He played with little toys in his lap. He liked to look at pictures in magazines. He was a quiet baby. He played alone a lot of the time, smiling happily to himself.

By this time, Sam had two teeth and Henry had four. Sam cried and yelled and fussed when his teeth came in.

"You must be getting another tooth, poor little thing," Sam's mother said when she heard him crying.

But each time Henry got a new tooth, his mother was surprised. "Look at that," she would say, when she saw the new white tooth shining in his mouth. "Another tooth coming in!"

At last, a special day came. It was Sam and Henry's first birthday. There was a party at Henry's house. Sam's mother and father and sister came with Sam. Everyone had orange juice and birthday cupcakes. Sam's sister blew out Sam's candle, and then she blew out Henry's candle.

Everybody sang,

Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Sam and Henry
Happy birthday to you.

Sam was so excited that he banged his spoon on his plate and yelled and laughed.

Henry was so pleased that he smiled at everyone.

After they ate, Henry's father put the boys on the rug and took their picture. Sam reached out and put his hands on Henry's foot. Henry smiled back at Sam. Flash! Henry's father took their picture.

Everybody felt happy because the boys were one year old. They were strong, healthy, happy babies. In some ways they were alike, and in some ways they were different.

"Aren't they growing up fast!" said Sam's family and Henry's family.

And of course, they both were.

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that babies are alike in many ways (physical needs, basic appearance, physical features, emotional support, interests). B) The student knows that babies are different in many ways (skin, eyes, hair, sex, size, personality). C) The student values the worth of all people.

State Goal | District Goal | Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Sex Role Stereotyping<br>Group Size: entire class<br>Materials: picture of a baby, a toy ball, bat, or car, toy doll, hair bow, pink frame, blue frame (construction paper)<br><br>Procedure(s):<br>. Show a large picture of a baby, unidentifiable as to sex.<br>. Put a ball, bat, or a car by the picture and have them guess the sex of the baby.<br>. Take these away and put a doll or hair bow by the picture and have them respond.<br>. Frame the picture first in blue then pink and discuss color stereotypes. Explain that boys can have pink things and girls can have blue things.<br>. Talk about the above associations and about how children are alike in many ways. Use a number of activities such as life-size self-portraits, individual weight and height charts, or guessing games where a child is described to the class to illustrate the many differences and similarities between the children of this age.<br>. Explain how sex role stereotyping is disappearing from our society; i.e. girls and boys and men and women are participating in the same types of activities, doing the same kinds of jobs, etc. | | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | |

District Resources

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) Knows babies are alike in many ways. B) Knows babies are different in many ways. C) The student knows that as babies and all young people grow older, they assume more responsibility for self care. D) The student is able to give examples of ways he/she cares for him/herself. E) The student values the worth of all people.

| | |
|---|---|
| State Goal | 2,7,10 |
| District Goal | |
| Program Goal | 1,4,6 |

Related Area(s) Language Arts

| Suggested Activities: Grade(s) ~~K-3~~ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Match the Faces<br>Group Size: Entire Group<br>Materials: Current picture of each student, baby picture of each student, construction paper<br><br>Procedure(s):<br>. Mount baby pictures on construction paper with no identification except a number.<br>. Mount current student picture on another piece of construction paper with student's name and age.<br>. Have students try and match the correct baby picture to the current pictures.<br>. When all students have guessed, each student identifies his/her own baby picture and tells the class which one it is. (Note to teacher: write student's name on back of baby picture to aid identification.)<br>. Discuss how students have grown and changed and how they are the same.<br>. Discuss: How are you different now than when you were a baby (size, strength, learning, etc.)? What do you do for yourself now that people did for you as a baby?<br>Extension: Option: use only 5-10 sets of pictures instead of entire class. | Have students write a list of all the things they do for themselves and for other people. Then have them put a star by the things they could not do as a baby. | Record:<br>--Frye, Agatha. FREE TO BE YOU AND ME, "Helping"<br>--Silverstein, Shel. "Benjamin Bunn", WHERE THE SIDEWALK ENDS. Harper Row.<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | District Resources |

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student values the worth of all people.

State Goal

District Goal

Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Self<br>Group Size: individual<br>Materials:<br><br>Procedure(s):<br>. Ask the students to respond to the following open-ended statements. They can write about them or pick one and draw a picture.<br>. One thing I can tell you about myself is...<br>. If I could look just the way I wanted to, I would...<br>. I look like...<br>. One way I am like everyone else is...<br>. One way I am different from others is...<br>. The thing I am best at is...<br>. One thing I don't do well is...<br>. If I were taller I would be able to...<br>. If I were shorter I would be able to...<br>. I'm glad I'm the size I am because... | | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| **Title:** Things I Do Well/Self Portraits<br>**Group Size:** groups of five<br>**Materials:**<br><br>**Procedure(s):**<br>. Students in groups share things they do well by themselves. They can report back to large group.<br>. Have each student prepare a private self-portrait (for their eyes only).<br>. Complete the sentences "I am _____" or "I have _____" with as many responses as possible.<br><br>. When self-portraits are complete, students will be amazed at the number of things they are. How did they get to be all these things? | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows adults assume more responsibility to care for themselves and others. B) The student is able to give examples of ways adults in his/her family care for themselves. C) The student values the worth of all people.

| | |
|---|---|
| State Goal | 2,7,10 |
| District Goal | |
| Program Goal | 1,2,6 |

Related Area(s) Art

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Grown up<br>Group Size: entire class<br>Materials: magazines, two large sheets of butcher paper<br><br>Procedure(s):<br>QUESTIONS FOR DISCUSSION:<br>. What do adults do to show they are caring for themselves?<br>. What are some of the ways adults care for themselves that children also do and then those that they can't do?<br>. Have students look for and cut out pictures showing ways adults care for themselves; i.e., shopping, sewing, working, driving car, brushing teeth, buying clothes, taking medicine.<br>. Lable one mural "Things I Can Do" and the other "Things I Can't Do Yet." Place cut out pictures on appropriate murals. | Teacher observation from murals. | Books:<br>--SUPER ME, SUPER YOU, *National Coordinating Council on Drug Education, 1526 - 18th Street, Washington, DC 20036<br>This may be a free publication<br>Films:<br>--WHEN IS HELP, Inside/Out film<br>--I WANT TO, Inside/Out film<br>Records:<br>--FREE TO BE YOU AND ME<br>--PARENTS ARE PEOPLE<br><br>District Resources |

| Suggested Modification Code(s) _____ | Suggested Monitoring Procedures | rossible Resources |
|---|---|---|
| | | |

District Resources



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SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A) The student is able to give examples of ways that we all care for other people. B) The student values the worth of all people.

State Goal 2,5,7

District Goal

Program Goal 1,2,6

Related Area(s) Language Arts, Art

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Helping<br>Group Size: individual<br>Materials: Large sheets of construction paper folded in half.<br><br>Procedure(s):<br>. Read several open-ended situations to the students. Discuss what happened in each. Then have students use construction paper to draw pictures of sample endings of stories and discuss after they've drawn the pictures.<br>. Janet and her father have gone for a walk in their neighborhood. As they walk down the street, they see an elderly woman walking on the other side of the street. They don't know her but when they see her slip and fall, Janet's father.....<br>. Jerry was playing in has back yard with the neighborhood children. One of the children, Carol, fell out of a tree and cut her head. She needed help! Jerry.....<br>. Julie's grandmother lived on the other side of town. One day Julie got a phone call from her grandmother saying she was ill and could not fix dinner. Julie told her father and mother. Her mother and father.....<br>. Johnny got up on Monday anxious to go to school. He found his neat, clean clothes laying out on his dresser ready to wear. Johnny thought, "I like having these clothes neat and clean." How do you think that [illegible] happens? | Display pictures. | Film:<br>--CAN I HELP, Inside/Out<br><br>District Resources |

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| Suggested Activities: Grades: 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Annie's father has an extra job. When there is a fire in their town he goes to the fire department to help put out the fire. He is a member of the volunteer fire department. Can you draw a picture of Annie's father at his extra job?<br>. Ask the students to draw a picture of the adults in their family helping or caring for someone.<br>. Ask students to draw a picture of themselves helping or caring for someone. (Maybe a pet.) | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A) The student knows as people grow older they may again need more care from others. B) The student values the worth of all people.

| | |
|---|---|
| State Goal | 2,6,7 |
| District Goal | |
| Program Goal | 4,6 |

Related Area(s) Literature

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Growing Stages<br>Group Size: entire class<br>Materials: Grandfather & I or other story.<br><br>Procedure(s):<br>. Define infant, child, adult. Read "Grandfather & I" or any book showing strong positive relationship between older person and child. Ask students to raise hand if they have a grandparent or older person near who they help and who helps them. Can discuss how they help and are helped now or later.<br>. Discussion: How was grandfather different from other people in the family? | Watch students ability to place pictures on mural in appropriate areas.<br><br>Ability to answer last two questions. | Books:<br>--Buckley, Helen. GRANDFATHER & I. Lathrop, Lee & Shephard Company<br>--Williams, Barbara. KEVIN'S GRANDFATHER |
| Title: Lifeline<br>Group Size: groups of five<br>Materials: long paper to wrap around one or two walls with lifeline drawn on bottom, magazines<br><br>Procedure(s):<br>. Lifeline is divided into age groups. Divide class into groups. Assign each group one section on lifeline. Have them cut pictures from magazines or draw pictures appropriate for that age and paste on lifeline; e.g. baby pictures, small children, teenagers, young adults, middle aged, older people. | | District Resources |

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| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| QUESTIONS FOR DISCUSSION: What are some differences between being an infant and child, child and adolescent, adolescent and adult? Where do you belong on the lifeline? What do you do that a baby can't do? What do adults do that you can't do? Why do the oldest sometimes need more care? | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement 1-2

Student Learning Objective(s) A) The student knows some people grow and develop with special needs; -- physical handicaps. B) The student is able to give examples of kinds of special care needed by handicapped people. C) The student values the worth of all people.

| | |
|---|---|
| State Goal | 4,5,6 |
| District Goal | |
| Program Goal | 1,2 |

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Handicap Management<br>Group Size: entire class<br>Materials: eyeglasses, hearing aid<br><br>Procedure(s):<br>. Ask students to raise their hand if they have had their eyes and hearing checked. Discuss why we have examinations and what might be found; i.e., some children get glasses, some need hearing aides. These can make a difference in what a person is able to do.<br>. Ask nurse or doctor to visit. Have speaker discuss other disabilities and ways to manage them. Name a few: wheelchair, leg braces, heart defects, paralysis, missing body parts.<br>Extension: "A Day in the Life of Leo Beaurmann." Show and Discuss.<br><br>Title: Thinking About Handicaps<br>Group Size: entire class<br>Materials: blindfolds<br><br>Procedure(s):<br>. Have students observe and participate in various handicaps.<br>. Teacher talks very soft so only first row can hear to illustrate a hearing handicap.<br>. Take the class on a "blind walk" - one child leads another blindfolded child. Note difficulties encountered. | In small groups, have students list the ways they can help handicapped persons. Report to class. | Films:<br>--A DAY IN THE LIFE OF LEO BEAURMANN<br>--DONNA. Inside/Out<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Let children feel objects in a bag and identify them without seeing them.<br>. Let each child print his name with the left hand and vice versa.<br>. Try walking on one leg -- being on crutches.<br><br>Title: Birth Defects<br>Group Size: entire class<br>Materials: newspaper clippings or short stories or parts of stories about children with handicaps<br><br>Procedure(s):<br>. Select story and read to class. Discuss each story.<br><br>*Note: See activities in unit on Anatomy, Physiology, Human Senses for related activities. | | |

District Resources

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Health

SPECIFIC AREA: Family Living: What is a Family?

| | Page | Suggested Grade Placement | District Placement | | | | | |
|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | |
| . that family compositions differ; e.g., number of parents, number of children, extended family, etc. | 193- | 1-2 | | | | | | |
| . that family members have likenesses and differences in physical and emotional traits. | 197- | 1-2 | | | | | | |
| . that every family member has responsibilities to the family unit. | 201 | 1-2 | | | | | | |
| . that family changes may cause emotional, social, economic and physical reactions in the family members; e.g., divorce, separation, birth, unemployment, extra employment, marriage, moving, death, extra family member(s). | 203 | 1-2 | | | | | | |
| **The student is able to:** | | | | | | | | |
| . recognize likenesses and differences in family members. | 197- | 1-2 | | | | | | |
| **The student values:** | | | | | | | | |
| . and accepts differing family compositions. | 193 | 1-2 | | | | | | |
| . him/herself as an individual in the family. | 195- | 1-2 | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that family compositions differ; e.g. number of parents, number of children, extended family, etc. B) The student values and accepts differing family compositions.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| **Title:** Families<br>**Group Size:** entire class<br>**Materials:** flannel board and pieces or bulletin board. Pictures from magazines or other sources of individual men, women, boys and girls of all ages. Can include pictures of typical family pets.<br><br>**Procedure(s):**<br>. Discuss the family concept: A group of closely related individuals/a group of persons who live in one house/a group of persons descended from a common ancestor. There are many types of families.<br>. Discuss the family units comprising a household.<br>. Ask several students, one at a time, to come to the front and arrange the pictures/flannel pieces into a family unit.<br>. Discuss all possible combinations and changes.<br>. Discuss foster and adoptive families, family pets, extended and single parent facilities, childless families, etc. | | Books:<br>--LET'S FIND OUT ABOUT THE FAMILY, Valerie Pitt, Franklin Watts, Inc.<br>--THE SMALL FAMILY, Lois Lensky<br>--CINDERELLA<br>Magazines to look through:<br>--Woman's Day<br>--Good Housekeeping<br>--Parents<br>--Family Circle<br>--McCalls<br>--Sunset<br>--Etc.<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that family compositions differ; e.g. number of parents, number of children, extended family, etc. B) The student values him/herself as an individual in the family.

State Goal | District Goal | Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Family College<br>Group Size: Small groups, individual<br>Materials: magazines, butcher paper, crayons, construction paper, paste, scissors.<br><br>Procedure(s):<br>. Have each student select a family composition to illustrate. This should be the student's own family.<br>. Draw/cut and paste a picture of the family and/or post the pictures on the bulletin board or butcher paper.<br>. Have the students write their names below their own family picture.<br>. Discuss each family type illustrated.<br>. Discuss the importance of each member in the family.<br>. Make a game out of guessing which family member in the picture is the student, which are brothers or sisters, aunts, fathers, dogs, etc. | | See previous Activity.<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

392

- 196 -

| District Resources |
|---|
| |

393

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that family members have likenesses and differences in physical and emotional traits. B) The student is able to recognize likenesses and differences in family members. C) The student values him/herself as an individual in the family.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Alike and Different<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Arrange to have a sibling of one or more class members come into the classroom.<br>. If students do not know which student is related to the guest(s), you can make a game out of guessing.<br>. If students generally know the guest or have guessed, have a guest and the student stand together.<br>. Have the rest of the class note the likeness and differences in the siblings.<br>. Discuss obvious differences and likenesses (size, hair color, age) and subtle ones (eye color, shape of head, likes and dislikes).<br>Variation: Have several students bring in recent family photographs, procede as above. | | Books:<br>--EXACTLY ALIKE. Evaline Ness<br>--SMALLEST BOY IN THE CLASS. Morrow Beim, Jerrold.<br>--MR. TALL AND MR. SMALL. Young Brenner, Barbara.<br>--PETSCHI. Fischer, Hans.<br>--FRECKLE FACE. Anderson, Neil.<br>--THE DIFFERENT TWINS. Hale Barker, Melvin.<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Finger Print Identification<br>Group Size: entire class<br>Materials: ink pad, large sheet of paper<br><br>Procedure(s):<br>• Use the inkpad (preferably older pad) to fingerprint everyone in the class using large paper roll finger lightly onto the pad, then roll onto the paper. Write students' names below the print. Have cleaning solution and towels to clean fingers.<br>. Police use fingerprints for identification because no two people have the same prints.<br>. Have students check this out by examining the prints--use magnifying glass.<br>. Even family members have different prints. In what other ways are family members different? Alike?<br><br>Title: Super Me<br>Group Size: Individual<br>Materials: hand mirrors<br><br>Procedure(s):<br>• Students make self-portraits by observing themselves in hand mirrors. Have them carefully color hair, eyes, and clothing to match their own. When they're done, frame the portraits and use them for a room decoration. Make a game of identifying the pupils and hang the artists' names below their portraits. Place on SUPER ME bulletin board, a small mirror in center so students can look at themselves.<br>Variations: (1) Have them bring a photograph from home to hang by their portrait. (2) When the school pictures are taken, ask them to bring baby pictures to place beside their current pictures to give a vivid record of individual growth and change.<br>Extension: Make height and weight charts of class to show differences. | | District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that family members have likenesses and differences in physical and emotional traits. B) The student is able to recognize likenesses and differences in family members. C) The student values him/herself as an individual in the family.

| | |
|---|---|
| State Goal | 2,7 |
| District Goal | |
| Program Goal | 1,4 |

Related Area(s) Language Arts

## Suggested Activities: Grade(s) ~~1-2~~

Title: Family Traits/Special Me
Group Size: Individual
Materials: Ditto of chart

Procedure(s):

- Give each student a chart. Have students fill in the first column with their own description, then mark appropriate columns for family likenesses. (Example below)
- Have students fill in family members per their own family composition.

| SPECIAL ME | MOM | DAD | JOHN | GRANDMA | SUE |
|---|---|---|---|---|---|
| eyes/green | X | | | | X |
| hair/brown | X | | | X | |
| size/tall | | X | X | | |
| nose/short | X | | | | X |
| color/green (fav.) | | | | X | |
| food/spagetti " | | | X | | |
| TV show/Mash " | | | | | |

- When chart is done, have students note the likenesses they have to other family members (same color eyes as Mom and Sue) and the differences (different hair than Dad and John). Note the uniquenesses (Me).

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## Suggested Monitoring Procedures

Observe students working on the charts. Are they understanding what "likeness" and "difference" mean? Ask students how they can find out things they don't know?



## Possible Resources

Books:
--ALMOST TWINS, Dale Payson
--WHY CAN'T I BE WILLIAM, Ellen Conford

## District Resources

399

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | District Resources |

400

401

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | |
| | | District Resources |
| | | |

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SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective ~~The student knows that family changes may cause emotional, social, economic and physical reactions in the family members; e.g. birth, death, separation, divorce, marriage, unemployment, extra employment, moving, extra family member.~~

State Goal | District Goal | Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|

Title: Changing Families
Group Size: entire class
Materials: flannel board, stick on pictures of family members and dwellings

Procedure(s):

- Put a picture of man and woman and a house on the flannel board. How could this family change? Discuss the feelings the family members might have. (Happy, sad.)
  - Is this a good change?
  - Do the people act differently?
  - Do they need help, who can help?
- Ask a student to come up to look at all of the pieces. Pick out one and put it on the board and tell what the change was. Have the student ask the class how the people feel.
  - Is this a good change?
  - Do people act differently?
  - Do they need help, who can help?
- Describe a typical family. Ask students to describe an event that causes the family to change. Suggest changes and discuss the reactions and roles of family members and how they might change.

Books:
--THAT NEW BABY, Sara Bonnett-Stein, Walker & Co.
--SHE COME BRINGING ME THAT LITTLE BABY GIRL, Eloise Greenfield
--PETER'S CHAIR, Ezra Jack Keats
--MY GRANDSON LEW, Charlotte Zolotow
--FRITZI'S NEW HOME
--JUST RIGHT, Lillian Moore
--NANA UPSTAIRS AND NANA DOWNSTAIRS, DePaola
--MAKE WAY FOR DUCKLINGS, Robert McCloskey

District Resources

| Suggested Activities: Grade(s) 1-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Reading About Families<br>Group Size: entire class<br>Materials: books on subject of family change<br><br>Procedure(s):<br>. Read several stories to class that give examples of family changes. Discuss the emotions that people in the story felt. Have books in room for students to read | | Books Continued:<br>--WHERE IS DADDY, Beth Goff. Beacon Press<br>--THE BOYS AND GIRLS BOOK ABOUT DIVORCE, Richard Gardner. Bantam Books<br>--ONCE UPON A TIME THERE WAS A DIVORCE, John McDermott, MD<br>--A TASTE OF BLACKBERRIES<br>Film:<br>--THE NEW GIRL (8 min.) ESD 121<br>--HUMAN BEGINNINGS (22 min.)<br>--BREAK-UP, ESD 121<br>--TRAVELIN SHOES, Inside/Out Series<br><br>District Resources |

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Health

SPECIFIC AREA: Food and Nutrition

| | Page | Suggested Grade Placement | District Placement | | | | | |
|---|---|---|---|---|---|---|---|---|
| **The student knows:** | | | | | | | | |
| . that all living things need food to survive and grow. | 207 | K-1 | | | | | | |
| . that different living things have different food needs. | 207 | | | | | | | |
| . that living things need proper types and amounts of food to live and grow. | 209 | K-2 | | | | | | |
| . that food can be divided into basic types or groups. | 211 | 1-3 | | | | | | |
| . the basic food groups. | 211 | | | | | | | |
| . that food contains nutrients which are necessary to grow and stay healthy. | 213 | 1-3 | | | | | | |
| . that different people have different dietary needs. | 215 | 1-3 | | | | | | |
| . the importance of eating nutritionally balanced meals. | 217 | 2-3 | | | | | | |
| . that food comes from many sources and is processed in many ways. | 219 | 1-3 | | | | | | |
| . that food spoils and some ways of preserving it. | 223 | 2-3 | | | | | | |
| . that food choices and preferences are affected by many things; e.g., color, texture, appearance, smell, taste, name, food associations (ham associated with pigs, etc.), choices and preferences of friends and family, religious and cultural customs. | 227 | 2-3 | | | | | | |
| . that snack foods can be nutritious or naked. | 229 | 2-3 | | | | | | |
| **The student is able to:** | | | | | | | | |
| . list the basic food groups and identify some foods as to their proper groups. | 211 | K-2 | | | | | | |
| . list some basic nutrients and some foods they are found in; e.g., protien, fats, carbohydrates, vitamins, minerals, water. | 213 | 1-3 | | | | | | |
| . select nutritionally balanced foods for his/her meals. | 217 | 1-3 | | | | | | |
| **The student values:** | | | | | | | | |
| . food as necessary to sustain life. | 207 | K-3 | | | | | | |
| . eating nutritionally balanced meals. | 217 | K-3 | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that all living things need food to survive and grow. B) The student knows that different living things have different food needs. C) The student values food as necessary to sustain life.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Living & Non-Living Things<br>Group Size: small groups/entire class<br>Materials: butcher paper, construction paper, crayons, paste, scissors, old magazines<br><br>Procedure(s):<br>. Take a nature walk and have students note those things that are living (plants, flowers, trees, birds, insects, people, animals) and those things which are not living (dirt, rocks, dead leaves, pieces of wood separated from tree).<br>. Return to classroom and discuss characteristics of living things: grow, move, reproduce, react to environment, consume food.<br>. Make a large wall chart with two columns, living and non-living. Have students draw a picture of something they saw on their walk. (Pictures can also be cut out of magazines.) Have students paste pictures on chart in appropriate column. | Observation of children's ability to identify and classify living and non-living things on nature walk and on wallchart. | Film:<br>--WHAT'S ALIVE, Film Associate, 1961<br>Filmstrip:<br>--WHAT IS ALIVE, Eney. Brittanica<br><br>District Resources |

411

412

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

413

| District Resources |
|---|
| |

414

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that all living things need food to survive and grow. B) The student knows that different living things have different food needs. C) The student knows that living things need proper types and amounts of food to live and grow. D) The student values food as necessary to sustain life.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Food to grow<br>Group Size: entire group/individual/small group<br>Materials: milk cartons, seeds, various soils, water<br><br>Procedure(s):<br>. Prepare milk cartons by filling each one 2/3 full of soil type listed:<br>. Two cartons--good quality potting soil.<br>. Two cartons--clean earth from local area near the school.<br>. Two cartons--gravel.<br>. Two cartons--sand.<br>. Two cartons--empty (to be filled with water) label each carton.<br>. With student's help, plant two or three beans in each carton. Mark one of the pair, water (with like soil) or color code-and the other of the pair, no water. Place cartons in window or on special table so that it will receive some sun.<br>. Assign a student or pair of students to a carton.<br>. Student(s) will care for their carton by watering it regularly according to local conditions.<br>. Discuss how the beans might be expected to grow with and without water and in different soils. | Chart to record observation of bean seeds' growth, noting the difference water makes. Observe the degree of effort each child puts forth to help seeds grow. | District Resources |

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| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Discuss importance of proper food for growth; i.e. water and nutrients from the right soil are best for the beans.<br>. Relate the care and growth of the beans to care and growth of people.<br>. Observe bean growth after a week or more.<br>. Refer to students' baby pictures from previous activities (or bring baby pictures from home).<br>. Discuss how students have grown and changed from babies. Ask students to describe the things necessary for that growth; e.g. proper food, water, nutrients. | Evaluate students' abilities to distinguish differences and changes in body from infancy. | District Resources |

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418

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that food can be divided into basic types or groups. B) The student knows the basic food groups. C) The student is able to list the basic food groups and identify some foods as to their proper groups.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Food groups<br>Group Size: entire class<br>Materials: Pictures of many foods, pictures of food in proper groups if possible.<br><br>Procedure(s):<br>. Write the four basic food groups on the board:<br>. Meat--including fish, poultry and eggs<br>. Milk--including dairy products<br>. Fruits and Vegetables<br>. Cereals<br>. Hold up a picture of a food and have students tell which group it belongs in. Continue through all four groups until students are competent.<br>. Hold up picture of a bottle of vegtable oil such as Mazola. Have students guess which group. Explain that there is another group that isn't on the board. Fats and Oils. Talk about other foods in this group.<br>Hold up pictures of candy and pop such as a Hershey Bar and Coke. Have students guess, then introduce a sixth group called the Naked Calorie Group--usually high in calories but low in nutrients.<br>Note: Teacher may wish to discuss "calories".<br>. Explain that while Naked Calorie (N/C) foods may be fun to eat and drink, they usually are not good for us because they do not have the proper nutrients our bodies need to live and grow.<br>. Continue holding up pictures of foods for proper group identification. | | District Resources |

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420

Suggested Activities: Grade(s) 1-3

**Title:** Food Bingo
**Group Size:** entire class
**Materials:** Dittos of Food Bingo Card, penny sized markers, pictures of foods.

**Procedure(s):**

- Give each student a Food Bingo Card and a supply of markers. (See example.)
- Hold up a picture of a food and have students silently place marker in appropriate square. Keep a master card.
- Continue until a student has either six across (one in each group) or six down (six in one group). Arrange pictures in advance to lengthen or shorten the game. Reward winners with special snacks of fruits or vegetables.

**Extension:**

- Have students cut out pictures of foods and place in appropriate car of a food train or in appropriate ring of a food circus.



Suggested Monitoring Procedures

Food Bingo Card

| Meat | Milk | F & V | Cereal | Fats & Oils | Misc Foods |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Meat | Milk | F & V | Cereal | Fats & Oils | Misc Foods |

Card Size: 5½" x 8" (Approx. ½ paper sheet of paper)

Approx. Marker Size

BEST COPY AVAILABLE



Possible Resources

District Resources

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows that food contains nutrients which are necessary to grow and stay healthy. B) The student is able to list some basic nutrients and some foods they are found in; e.g. protein, fats, carbohydrates, vitamins, minerals, water. C) The student values food as necessary to sustain life.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| **Title:** Nutty Nutrients<br>**Group Size:** entire class/small groups<br>**Materials:** construction paper, crayons<br><br>**Procedure(s):**<br>. Explain and discuss the basic nutrients; protein, fat, carbohydrates, vitamins, minerals, water; and discuss the foods they are found in (meat, oils, sugars, fruits and vegetables).<br>. Discuss the importance of the nutrients to growth.<br>. Have class name the nutrients; i.e. Percy Protein, Fanny Fats, etc.<br>. Divide class into five small groups. Have each group draw a picture to represent the nutrient character.<br>. Present characters to rest of class and role play each character's job. Have the character tell which food group he/she is found in most often, etc. | | Film:<br>--FOOD THAT BUILDS GOOD HEALTH, Coronet<br>--NUTS TO YOU, School Room Kit, Nutrition Dynamics, Inc.<br>--Bar Graphs and Food Score sheet, National Dairy Council, Washington Dairy Council<br>--Old Homemaker magazines<br><br>District Resources |

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424

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

425

426

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that different people have different dietary needs.

State Goal

District Goal

Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) ~~1-3~~ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Different Foods for Different Folks<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Discuss the differing dietary/nutritional needs of babies, young children, teenagers, young adults, senior citizens, athletes, diabetics, vegetarians, people with allergies.<br>. Discuss differing eating habits of these groups.<br>. Have students keep a record of everything they eat for one day. Have students compare their list and analyze it for its food group balance and nutrient content.<br>. Discuss varied eating habits and foods according to religion, culture, nationallity, preference, etc. | | District Resources |

427

428

| Suggested activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension:<br>. View filmstrip "Alexander's Breakfast Secret" and discuss.<br>. Ask each student to tell what he/she had for breakfast and evaluate nutritional value by Food Group chart.<br>. Discussion: Compare performance of children who had breakfast with those who did not. How do you feel just before lunch when you have not had breakfast? Do you work and play well when you are feeling hungry? Compare a car with no fuel to children with no breakfast. When you don't eat breakfast, do the Droopies get you?<br>. Read story, Bread and Jam for Frances.<br>. Make a "filmstrip" with sound to use on opaque projector.<br>. Develop a story with class. Dictated sentences put on chart or butcher paper. Example of boy and girl skipping breakfast. The Droopies start to attack but "Captain Nutrition" came to save them and sent the Droopies on the run. Then he flies to boy and girl and takes them back for breakfast.<br>. Determine subject of frames, one per child, and let them develop their ideas. Pictures may include cutouts from magazines. Tape pictures together in proper sequence.<br>. Have class plan, prepare and serve breakfast in classroom. Invite another class or parents.<br>. Prepare menus and charge nominal fee for meal (use play money).<br>. Ask each child to make invitation, menu and placemat. Delegate responsibilities; i.e., shopping, cooking, waiters and waitresses, cashier, etc. Show "original" sound filmstrip after breakfast. | Pre and Post Tests.<br><br>Observation of participation in class discussion.<br><br>Evaluate concepts developed for filmstrip.<br><br>Observation of individual participation in class breakfast. | "Alexander's Breakfast Secret," Cereal Institute, 1971<br>Posters-What Makes a Good Breakfast and Guide To Good Eating, NDC<br>Bread and Jam for Frances, Russell Hoban<br>Paper, 8 X 10<br>Opaque projector<br>Tape recorder<br>Homemaker magazines<br>Groceries (may be brought from home)<br>Cooking utensils, electric fry pan or hot plate<br>Toaster, warming oven<br><br>District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows the importance of eating nutritionally balanced meals. B) The student is able to select nutritionally balanced foods for his/her meals. C) The student values eating nutritionally balanced meals.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: The Lunch Bunch<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Review basic nutrients and food groups.<br>. Discuss posters, "Join Us for Lunch" and "What Makes a Good School Lunch." (Optional)<br>. Analyze hot lunch menu for nutrient content. Play game with color-coded cards made of construction paper. Teacher reads selections from hot lunch menu and students hold up cards matching color for appropriate food group. Hypothesize/substitute alternative selections that would be in the same category. (if no hot lunch use sack lunches)<br>. Invite Food Service Director (dietitian) to discuss and answer questions about School Lunch Program. Emphasize importance of eating all or at least part of each kind of food served on tray.<br>. Students and dietitian together plan lunch menu for one day for entire school.<br>. Read together in class, "Pack a Good School Lunch" and discuss. Send leaflet home along with letter to parents. (Optional)<br>. Ask each student to plan and pack a sack lunch to school on specified day. Discuss components related to nutrients. Parents may also be invited to lunch. Eat in classroom. Have pupils design placemats. Discuss manners and how they help to make eating an enjoyable experience. Practice introduction of parents. | Pre and Post Tests.<br><br>Observation of pupils' ability to identify and group foods and make substitutions.<br><br>Participation in class discussion.<br><br>Observation of students' choices of food for packed lunch | Posters:<br>--Join Us For Lunch<br>--What Makes a Good School Lunch, NDC<br>Local School lunch menus<br>Local Food Service Director<br>Pamphlet:<br>--Pack a Good School Lunch, NDC<br>Kindergarten Music Book, Ginn<br>Song:<br>--Making Music Your Own<br>Books:<br>--This is Music, Allyn & Bacon, 69<br>--The Magic of Music, Ginn, 1971<br>--General Learning Co., 1971<br><br>District Resources |

431



432

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Plan short program for parents following lunch:<br>. Puppet play about nutrition<br>. Songs related to food:<br>. On Top of Spaghetti<br>. Happy Farmer<br>. Oats, Beans, Peas and Barley Grow | Participation in planning, preparation and social aspects of parents' lunch. | |

District Resources

433

434

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that food comes from many sources and is processed in many ways.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) _____

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Stalking Plants<br>Group Size: entire group<br>Materials: Picture of plants, fruits, vegetables, samples of fruits and vegetables.<br><br>Procedure(s):<br>. View pictures of several fruits and vegetables. Discuss likes and dislikes.<br>. Using overhead transparency What Parts of Plants Do We Eat or other pictures of plants, separate pictures of fruits and vegetables according to part of plant; root, leaf, stalk, seed or fruit.<br>. Discuss production and harvesting of plants (vegetables from garden, fruit from orchards, wheat from fields).<br>. Visit truck garden or orchard to see harvesting (If possible.)<br>. Ask each student to "become" a vegetable, research it and give an oral report including the following items: Description (how it looks), where grown, how grown, which part eaten, how transported from farm to market and how processed.<br>. Ask each student to describe three ways the vegetable can be prepared for eating.<br>. Ask them to bring a favorite recipe from home using the vegetable.<br>. Each student will make a paper mache model of a vegetable. (Optional.)<br>. Ask each student to bring samples of a vegetable to school for tasting Party. Discuss likes and dislikes, or assign each student a different vegetable. | Pre and Post Tests.<br><br>Observe students' ability to categorize fruits and vegetables and identify various parts of plants which are eaten.<br><br>Evaluate oral presentations.<br><br>Observe participation in sharing or receipes.<br><br>Evaluate art work.<br><br>Observe pupils' willingness to taste vegetables | Food models, NDC<br>Plants and Foods, Instructor Corp. Flannel board cutouts.<br>Books:<br>--What is a Plant, Darby, G.<br>--About the Vegetables on Your Plate, Alee, V.<br>--The Carrot and Other Root Vegetables, Selsam, M.<br>--The Apple and Other Fruits, Selsam, M.<br>--Vegetables From Stems and Leaves, Selsam, M.<br>--Mike and Dick on a Washington Apple Farm, Liffing, J.<br><br>District Resources |

| Suggested Activities: Children | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension: Read story, Stone Soup.<br>Send letter home requesting each child to bring a sample of his favorite vegetable to school.<br>Prepare vegetables for soup. Let children see what stone and water look like in soup.<br>Then add vegetables. Cook until tender. Serve. | Participation in making of soup. | --Stone Soup, Brown, Marcia |

...cement _____

...cessed _____ State Goal ☐

many ways. _____ District Goal ☐

_____ Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Food From Animals<br>Group Size: entire class/small groups<br>Materials:<br><br>Procedure(s):<br>. Discuss the many foods we get from animals, including meat, eggs, milk, butter, ice cream, fish, cheese, bacon, etc.<br>. Develop and use any of the following activities:<br>. When appropriate, view following visual aids: Meat and Poultry, Eggs to Market and Fish and Seafood. | | Sound filmstrips: Meat and Poultry and Fish and Seafood Coronet.<br>Film: Eggs to Market, Film Assoc.<br>NDC materials:<br>Film, Uncle Jim's Dairy Farm Pamphlet, Geraldine, Let's Make Butter. Dairy Panorama kit.<br>Books:<br>What Is a Cow?, Darby.<br>What Is a Chicken, Darby.<br>I Want To Be a Dairy Farmer, Green, C. |
| . Make butter or ice cream.<br>. Visit fish market noting different kinds of fish displayed. Ask children to be prepared to ask questions about fishing industry. Have children share their own experiences of fishing. Discuss likes and dislikes. | | District Resources |

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Vist a grocery store. Assign a food to each student or group of students. Have each student or group find as many products as possible that use that food. Note ways food was processed; e.g. apples--fresh, apple pie, (fresn and frozen) applesauce, cider, dried, candied, canned, spiced, baked, etc. | | District Resources |

441

412

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that food spoils and some ways of preserving it.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2,5 |

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Foiling the Spoiling<br>Group Size: entire class<br>Materials: jars, cereal, banana, potato, milk, glasses.<br><br>Procedure(s):<br>. View film, Life In a Drop of Water. (optional)<br>. Explain and discuss microbes. They are tiny living plants and animals. Some microbes are helpful while others are harmful. How do we know that microbes have spoiled food?<br>. appearance, odor, taste.<br>. Demonstrations:<br>. Microbes need moisture to grow.<br>. Place dry cereal in one jar and dry cereal and water in another jar. Observe for several days to see which cereal spoils.<br>. Microbes grow best where it is warm and dark.<br>. Place a slice of banana and cooked potato on a small dish. Cover with aluminum foil. Place in a warm, dark place. Check every day and record observations.<br>. Put small amount of milk in each of three glasses. Put one glass on table, one in refrigerator and one near radiator. Observe for three-four days. Which milk begins to spoil first? Note odor.<br>. Visit school kitchen. Ask cafeteria manager to explain and demonstrate procedures used in cafeteria to prevent food from spoiling.<br>. Personnel-cleanliness (handwashing, clean uniforms, hair nets, food serving)<br>. Care of equipment<br>. Food preparation<br>. Food storage-refrigerators, coolers, pantry | Pre and Post Tests.<br><br>Pupils' participating in class discussion.<br><br>Pupils' observations of food spoilage demonstrations.<br><br>Questions asked by students during discussion and demonstration by cafeteria manager. | Film, Life In a Drop of Water, Coronet.<br>Books:<br>Health and Growth, 4, Scott Foreman & Co.<br>The True Book of Bacteria, Frahm, A.<br>Microbes At Work, Selsam, M.<br><br>Cafeteria manager.<br><br>Sanitation officer from local health department.<br><br>Any elementary biology text.<br><br>District Resources |

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . View filmstrip, Man's Struggle To Preserve Food. (optional) Class discussion of how different methods of processing developed.<br>. Given a variety of samples of foods, ask pupils to identify how food was processed by using senses of smell, touch and taste. (Drying, smoking, canning, freezing, salting, freeze-drying).<br>. Bring "Grocery Bag" containing packages of food. Label each of five boxes with name of one food processing method. Distribute packages of food. Have each student place his food item in correct box.<br>. Set up grocery with sections for canned, dried, frozen and refrigerated section. Ask students to act as clerks and place in appropriate section.<br>. View filmstrip, Family Living: Producers and Producing. (optional)<br>. Discuss steps involved in food processing: harvesting, transportation to processing plant, inspection, sorting and cleaning, processing, packaging and labeling, transportation from plant to store.<br>. Discuss career related to food processing.<br>. Visit food processing plant; bakery, meat packing, milk, etc.<br>. Following field trip, ask children to write a story or draw a picture illustrating something they learned.<br>. Ask each student to plan a day's menu using processed foods appropriate to following situations:<br>. Minimum of time to prepare meals<br>. Backpack trip<br>. No refrigeration<br>. Flight in space | Pre and Post Tests.<br>Participating in class discussion.<br><br>Observation of students' ability to categorize foods according to processing method.<br><br>Participation in class discussion.<br><br>Evaluation of students' stories or pictures.<br><br>Students' ability to apply processing methods to different situations. | Filmstrip, Man's Struggle To Preserve Food, F.O., n.d.<br>Filmstrip; Family Living: Producers & Producing, McGraw Hill.<br>Books: How Foods Are Preserved Banks, M.<br>Lessons In Living, Davis, M.<br>Fresh, Canned and Frozen Foods From Past to Present, Wise,<br>At the Bakery, Colonius, L.<br>The Food Book, Trager, J.<br>Pamphlet: More Milk, Please, NDC<br><br>District Resources |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that food spoils and some ways of preserving it.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Select one vegetable and have enough available in each of the following forms so that each student may have a taste: fresh, canned and frozen. Ask each student to make comparisons of color, taste and texture (crunch or soft).<br>. Give each student a serving of dried milk and have them add water and serve as snack. Compare with fresh milk. Discuss likes and dislikes.<br>. Give each student two dried prunes or other fruit. Ask students to feel and taste. Add water to fruit and soak overnight. Ask students to write a story about what happened. Compare soaked fruit with dried.<br>. Select one food; e.g. orange juice and compare fresh, frozen, canned, bottled and orange drink. Have samples of each process available for tasting but do not identify process. Ask students to taste each sample by number and select one which they like best because of taste, color and texture. Discuss likes and dislikes.<br>. Process foods in classroom:<br>. Canning-seasonal fruit or vegetable<br>. Freezing-corn or peas<br>. Drying-apples<br>. Have Tasting Fair including class and home preserved foods. Label each food by processing method. | Pre and Post Tests.<br><br>Observation of students' comparisons of processed foods.<br><br>Evaluation of students' stories.<br><br>Observation of students' ability to make decisions based on given criteria.<br><br>Participation in actual food processing. | The Mother-Child Cook Book, Ferreira, N.<br>Kids Are Natural Cooks, Ault, R.<br>Food Is For Eating, Podendorf<br>Classroom Cookery, Creative Teaching Press<br>The Great American Shopping Cart, Graham, A.<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

| District Resources |
|---|
| |

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that food choices and preferences are affected by many things; e.g. color, texture, appearance, smell, taste, name, food associations (ham with pigs) choices and preferences of friends and family, religious and cultural customs.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Food Sense<br>Group Size: entire class<br>Materials: as listed<br><br>Procedure(s):<br>. Read My Five Senses. (optional)<br>. Discuss how senses influence our food likes and dislikes: color, texture, appearance, flavor, odor.<br>. To illustrate how appearance affects food attitudes, prepare a commonly favorite food and display it in an unappealing manner:<br>. Place portion under green light (green cellophane and flashlight).<br>. Break it up into an unattractive and unappetizing array.<br>. Add blue food coloring, or other colors.<br>. Discuss reaction to favorite food. Ask volunteers to taste samples of food. Ask, "How do you feel about tasting your favorite food served differently?<br>. Read Green Eggs and Ham.<br>. Using Mystery Box, place new food; e.g. Kiwi fruit in box and ask students to identify by feeling. After students' "guesses" remove fruit, cut additional fruit portion and serve for tasting. Repeat with other fruits and vegetables.<br>. Discuss how other people influence our food choices; e.g. parents, friends, etc.<br>. When basic reasons for rejection of foods are established, explore methods to overcome them.<br>. Ask each student to name three foods that they find distasteful. List all of foods on butcher paper and choose several to serve. | Observation of students' participation in class discussion.<br><br>Observation of students' ability to identify food by sense of touch and willingness to taste new food. | My Five Senses, Alki, P.<br>Green Eggs and Ham, Seuss<br>Kids Are Natural Cooks, Ault, R.<br>Betty Crocker's New Boys and Girls Cookbook.<br><br>District Resources |

| Suggested Activities: Grade(s) 1-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Prepare disliked foods in various ways; i.e. spinach in salad rather than cooked. Display these foods in attractive manner, using garnishes, etc.<br>. Encourage children to taste each food and rate responses as delicious, good, fair or still distasteful.<br>. Make a list of new foods and have a food fair; artichokes, sunchokes, eggplant, turnips, papaya, persimmon, etc. | Observation of students' willingness to taste disliked foods served in different manner. | District Resources |

453

454

SMALL SCHOOLS PROJECT

Suggested Objective Placement _____

Student Learning Objective(s) The student knows that snack foods can be nutritious or naked.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2,3 |

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: The Naked and the Nutritious<br>Group Size: entire class/individual<br>Materials: as listed<br><br>Procedure(s):<br>. Review basic food groups, including "empty" foods (or "Naked" foods).<br>. Class discussion:<br>. What is a snack?<br>. When do you eat snacks?<br>. What kinds of food do you eat as snacks?<br>. Do you have a choice or do parents choose for you?<br>. View filmstrip, Eat For Health. Discuss foods that are nutritious snacks. (optional)<br>. Design bulletin board with one half "Nutritious Snacks" and one half "Empty Snacks". Ask students to cut out magazine pictures and paste on bulletin board on appropriate area.<br>. Ask students to view T.V. on Saturday morning and list snack foods advertised.<br>Class discussion:<br>. What kinds of food were advertised as snacks?<br>. Were they nutritious?<br>. Using flannel board and food models, have students select snacks from basic food groups.<br>. View film, Trigger Foods. Ask school nurse to conduct discussion relating snacks to dental health. (optional)<br>. Have Snack Party or Snack Sale. Halloween is a good time to do this, emphasizing "treats" can be nutritious. | Pre and Post Tests.<br><br>Observation of participation in class discussion.<br><br>Observation of students' perception of nutritious and empty snacks.<br><br>Observation of students' participation in discussion. | Filmstrip, Eat For Health, Enc. Brit.<br>Film, Trigger Foods, A.V. Corp.<br>Posters, N.D.C.<br>Books: Kids Are Natural Cooks Ault, R.<br>Betty Crocker's New Boys and Girls Cookbood.<br><br>District Resources |

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| • Entire class chooses snacks to be served or sold. Committees responsible for purchasing and preparation of foods; e.g. raw vegetables, fruits, popcorn, nuts, cheeses, crackers, etc. | Students' selections of foods for party or sale. | District Resources |

457

458

SUBJECT: Health

SPECIFIC AREA: Health Habits

| | Page | Suggested Grade Placement | District Placement |
|---|---|---|---|
| **The student knows:** | | | |
| . that habits are consistant, repeated behaviors. | 243- | 1-2 | |
| . some healthy habits and behaviors; i.e., adequate sleep, eating variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. | 239- | 1-2 | |
| . some factors which may affect the way people feel and act; e.g., illness, amount of sleep, amount of exercise, amount and type of food, cleanliness. | 241- | 1-2 | |
| . some habits and behaviors that are or may be detrimental to good health; i.e., smoking, excessive eating, excessive drinking, eating and drinking the wrong foods. | 2.7- | 1-2 | |
| **The student is able to:** | | | |
| . relate practicing healthy habits to healthy growth and development and being healthy throughout life. | 225- | 1-2 | |
| **The student values:** | | | |
| . maintaining good healthy by practicing healthy habits and behaviors. | 249- | 1-2 | |

OPTIONAL GOALS AND ACTIVITIES

| | | |
|---|---|---|
| PHYSICAL EDUCATION | MUSIC | SOCIAL STUDIES |
| ART | LANGUAGE ARTS | MATH |
| SCIENCE | HEALTH | READING |
| CAREER EDUCATION | ENVIRONMENTAL EDUCATION | OTHER_____ |

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Suggested Objective Placement _____

Student Learning Objective(s) The student is able to relate practicing healthy habits to healthy growth and development and to being healthy throughout life.

State Goal

District Goal

Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| • Have students finish the story by telling what Habit the rabbit will do when he wakes up.<br><br>Questions:<br><br>• What do you think Habit dreamed about when he was asleep?<br>• What were some of Habit the rabbit's habits?<br>• What were some of Harry and Harriett's habits?<br>• Are your habits more like Habit the rabbit's habits or like Harry and Harriett rabbit's habits?<br>• How do you think Old George rabbit must have looked?<br>• How will Habit the rabbit look if he doesn't change his habits?<br>• What do you think Habit will do when he wakes up?<br>• Do you have any friends or know anyone who has habits like Habit the rabbit?<br>• If Habit the rabbit were a boy or girl like you instead of a rabbit, what might he look like when he grows up providing he doesn't change his habits?<br>• If Habit the rabbit were your friend, what would you tell him? What advice would you give to him about his habits? | | District Resources |

402

403

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| | | |

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) The student is able to relate practicing healthy habits to healthy growth and development and to being healthy throughout life.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Habit the Rabbit<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Read short story "Habit the Rabbit".<br>. Discuss questions following story.<br>. Relate the story to real people and discuss the concept of practicing good health habits and avoiding bad ones in order to grow up healthy and stay healthy throughout life.<br><br>Story: "Habit the Rabbit"<br><br>One upon a time there lived a young rabbit named Habit. Habit was called Habit the rabbit because for one thing he was a rabbit and for another he had so many habits. When habit was little, he had habits like sucking his paw and biting his paw nails. He also used to get awfully angry when his mother would tell him to take a nap-he had an awful habit of jumping up and down and running around the rabbit hutch refusing to lie down. Habit's mother and father tried their best to get Habit the rabbit to break his bad habits and start some good habits like his sister and brother, Harriett and Harry. Harriett and Harry had habits like always washing their paws before eating, and only eating honey and other sweets when their parents gave it to them (unlike Habit the Rabbit who had a habit of always sneaking off to the hive to eat some honey). Habit's brother and sister also made it a habit to brush their teeth | | District Resources |

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| and to stand up straight on all four legs and not to slump over like Habit made a habit of doing. But try as they might, nobody in Habit's family could make Habit break his bad habits and start some good ones--that decision had to be made by Habit the rabbit himself.<br><br>One day while Habit the rabbit was sneaking off to the bee hive to get some honey (when he should have been napping) he met another rabbit named Old George rabbit. Now Old George wasn't really very old--in fact he was just a little older than Habit--but Old George looked to be about 99 rabbit years old. As Old George and Habit talked, Old George explained that he wasn't always called Old George but that after a few years of not taking his naps or getting the proper exercise and after a few years of eating too much honey and not eating his carrots and other good things his parents wanted him to eat and after a few years of slumping down and not walking and sitting straight and and after only a short time of smoking tobacco and cabbage leaves and of drinking Kickapoo juice--people just began calling him old George. He didn't really know why. Well Habit the rabbit could see why Old George was called Old George. It was because he looked all old and worn out and unhealthy and slumped over. Why even Habit's great grandfather Hector the hare looked better than Old George and Hector was 142 rabbit years old. Well Habit the rabbit went on back to the hutch and curled up on the bed and thought about Old George and the bad habits that Old George had--and he thought about his own bad habits and he remembered that he had been feeling pretty tired and worn out lately and that his eyes weren't as bright and shiny as Harriett's or Harry's. In fact, they looked a little like Old George's eyes. And as Habit the rabbit thought, he fell fast asleep. | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 2-3

Student Learning Objective(s) The student knows some habits and behaviors that are or may be detrimental to good health; i.e., smoking, excessive eating, excessive drinking, eating and drinking the wrong foods.

| | |
|---|---|
| State Goal | 2 |
| District Goal | |
| Program Goal | 2 |

Related Area(s) Reading, Art

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Research About Smoking<br>Group Size: Entire class<br>Materials: Book: "Your Health and You"<br><br>Procedure(s):<br>. [Students read page 174 in Fodor's book. (optional)<br>. Display variety of cigarette advertisements.<br>. Help students see the persuasion aimed at making a person want to smoke. (advertising)<br>. Use charts or Kaufman's book, pages 42-43 to show where the smoke goes into the body.<br>. Discuss page 175 and warning on page 177 in Fodor's book.<br>Extension: Have one or more students interview fire-fighter about fires caused by smokers.<br>Extension: Show film OCTOPUFF IN KUMQUAT. Excellent film should be shown if possible.<br><br>Extension:<br>Title: The Great Machine<br>Group Size: three-six students, small groups<br>Materials: Film: "The Great Machines: cigarette advertisements"<br><br>Procedure(s):<br>. Show film THE GREAT MACHINE. In teams of three to six students, make a large picture of either the "clean air machine" or the "cigarette eating machine:" shown in film or illustrating their own interpretation of something they learned from film. | The student describes how smoking advertisements attempt to persuade people to smoke.<br><br>The student describes ways smoking can be hazardous (injures body, particularly lungs; causes fires). | Book:<br>--Fodor. YOUR HEALTH AND YOU. Laidlaw<br>--Kaufman. HOW WE ARE BORN, GROW, WORK AND LEARN. Golden Press<br>Charts:<br>--ANATOMY & HEALTH CHART. Learning World, 500 Westlake, Seattle, WA 98109<br>Film:<br>--OCTOPUFF IN KUMQUAT. (free loan) Washington Lung Assoc., 216 Broadway East, Seattle, WA 98102<br><br>District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
| --- | --- | --- |
| | | |
| | | District Resources |

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Suggested Objective Placement K-1

Student Learning Objective(s) The student knows some healthy habits and behaviors, i.e., adequate sleep, eating variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively.

| | |
|---|---|
| State Goal | 7 |
| District Goal | |
| Program Goal | 1,2,3 |

Related Area(s) Language Arts, Art

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Expressing Emotions<br>Group Size: individuals<br>Materials: poster paper and scotch tape<br><br>Procedure(s):<br>. Students draw three circles to represent faces. They put eyes, nose and a mouth on them to show a face that is crying, sad, happy, frowning, angry or other feelings they want to show. Have students, in small groups, act out word which teacher gives them; e.g. anger, happy, sad, tired, etc.<br><br>Title: Oh Henry<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>. Using the phrase "OH HENRY," students say the phrase in different tones of voice to indicate different feelings. Other students guess the feelings expressed.<br><br>Title: Non-Verbal Communication<br>Group Size: entire class or small groups<br>Materials:<br><br>Procedure(s):<br>. Teacher asks students to demonstrate two feelings without using words. | | District Resources |

| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Students demonstrate "space messages" and tell what the following "space messages" say:<br><br>a wink — a frown<br>a nod — a smile<br>a sigh — a pat on the back<br>a tap on the shoulder — whispering<br>a handshake — a kiss<br>a scowl — a pointing finger<br>a hug<br><br>How do these messages affect others? | | |

District Resources

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement K-1

Student Learning Objective(s) The student knows some factors which may affect the way people feel and act; e.g. illness, amount of sleep, exercise, amount and type of food, cleanliness.

| | |
|---|---|
| State Goal | 2,4 |
| District Goal | |
| Program Goal | 1,2,3 |

Related Area(s)

## Suggested Activities: Grade(s) K-1

Title: How We Feel
Group Size: entire class
Materials:
These activities are on-going.

Procedure(s):

- Students share with class:
  - How they feel when ill (hurt, uncomfortably hot from fever, upset stomach).
  - How they feel when getting well (weak, tired, maybe left out of activities).

Title: Emotional Feelings
Group Size: entire class
Materials: two large faces; one sad, one happy "Fresh Air Pass"

Procedure(s):

- Start discussion with, "We have talked about poor health habits making us ill. Are there other things that make you feel bad?" (Lead students to idea that tension, anger, frustration can give them headaches, stomach aches, etc.)
  - Teacher makes two large faces of children. Put a sad expression on one and a happy expression on the other. If unkind remarks are heard in the room, display appropriate face.
  - Teacher makes cards letter, "Fresh Air Pass." Make these available to students when they feel tired, fidgety or angry and need a brief change. Passes are good for three minutes.

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## Suggested Monitoring Procedures

The student discusses factors that affect their feelings.

The student draws pictures of factors that affect their feelings.



## Possible Resources

Posters:
--JUST IMAGINE. Trend. Learning Word, 500 Westlake North, Seattle, WA 98109
Filmstrip:
--HOW ARE YOU FEELING TODAY? Bowmar Films (six filmstrips; i.e., SOMETIMES PEOPLE FEEL HAPPY), P.O. Box 5225, Glendale, CA 91201
Books:
--Bannon, Laura. THE SCARY THE HOUGHTON
--Hobar, Russell. BEDTIME FOR A HARPER

## District Resources

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| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| . Students role play how they feel when they do not get enough sleep.<br>.. Students discuss how they feel when they come in from recess. Lead discussion that exercise can help them get over anger and tension.<br>Extension:<br>Title: Just Imagine<br>Group Size: entire class<br>Materials: posters from Trend<br><br>Procedure(s):<br>. Use mini-poster cards JUST IMAGINE to promote independent thinking and problem solving. Back of posters have stories and discussion prompters. Covers such lessons as: Doing Best Work and Emotions and How to Deal With them.<br>. Discuss with students:<br>.. Rest and fatigue effects on safety.<br>.. Rest and relaxation in relation to mental and physical stress.<br>.. What happens to body when pressure builds up? (muscules may hurt, headache, stomach ache, inability to sleep)<br>. What are ways that people can deal with pressure? (think through problem, think before you get into problem, find out if worry is necessary, get enough rest, relieve pressure with physical activity, talk over problems with parents) | | -Leaf, Munro. BOO, WHO USED TO BE SCARED OF THE DARK.<br><br>District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student knows that habits are consistant, repeated behaviors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension:<br>Title: How Do You Stand?<br>Group Size: three-four students<br>Materials: white tape, camera, fast exposure film<br><br>Procedure(s):<br>. Place three or four, six-foot pieces of tape or paper vertically on a plain wall.<br>. Three or four students stand in front of the tapes and teacher takes pictures with film not needing flash.<br>. After developing pictures, cut out each student from the pictures.<br>. Discuss correct alignment of body and students observe their photograph as this is discussed.<br>Extension: Discuss posture in relation to<br>. Bones -- how bones grow.<br>. Muscles -- ability to hold body in correct alignment.<br>Extension: View and discuss filmstrip LET'S STAND TALL.<br>Extension: Ask knowledgeable person to talk to the class about good posture. | The teacher observes that the student sits, stands and moves with good posture. | Filmstrip:<br>--567-4 Captioned Filmstrip LET'S STAND TALL, SVE P.O. Box 5387, University Station, Seattle, WA 98105<br><br>District Resources _____ |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
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| District Resources |
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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student knows some factors which may effect the way people feel and act; e.g. illness, amount of sleep, amount of exercise, amount and type of food, cleanliness.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: The Upside Downside Way<br>Group Size: entire class<br>Materials:<br><br>Procedure(s):<br>Read to class:<br><br>The Upside Downside Way<br><br>If you wake up in the morning<br>On an upside, downside day,<br>You may comb your shoes<br>And tie your hair,<br>The upside, downside way!<br>You might even squeeze the toothpaste<br>Onto the hairbrush by mistake.<br>Imagine what your teeth might say,<br>"Please stop! For goodness sake!"<br>Then rightside up and comb your hair.<br>Be sure to tie your shoe.<br>Use a toothbrush on your teeth,<br>Because they all belong to you!<br><br>. Discuss why you might have a day like this.<br><br>Extension:<br>Title:<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Students draw pictures showing what sleep does for them; i.e., "I smile more when I get enough sleep." | The student interprets the value of sleep by telling what sleep does for them. | District Resources |

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
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District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student knows some factors which may effect the way people feel and act; e.g. illness, amount of sleep, amount of exercise, amount and type of food, cleanliness.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Five Elves<br>Group Size: Entire group<br>Materials: Flannel board, flannel elf figures.<br><br>Procedure(s):<br>. Students role play each of the five elves (or use this as a flannel board story):<br><br>Said this little elf, "I'm as tired as can be."<br>Said this little elf, "My eyes can hardly see."<br>Said this little elf, "I'd like to go to bed."<br>Said this little elf, "To rest my weary head."<br>Said this little elf, "Come, climb the stair with me."<br>One, two, three, four, five, they tip-toed.<br>Just as still as could be.<br><br>. Relate story before rest periods periodically throughout the year. Divide class into small groups. Appoint a head elf who tells story.<br>. Discuss each of the elves and how the elves would feel and act if they didn't go to bed and rest. (Upset, cranky, worn out, unable to think or do their work, liable to make mistakes.) | | District Resources |

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| Suggested Activities: Grade(s) K-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Why we need sleep<br>Group Size: Entire group<br>Materials:<br><br>Procedure(s):<br>. Discuss the reasons we need to sleep.<br>. To give our body a rest (muscles, heart, bones, nerves).<br>. To give our mind (brain cells) a rest.<br>. To store up energy needed for hard work and play.<br>. To repair and replace worn out cells from the day's activities.<br>. Discuss the sleep needs of people of different ages.<br>. A small baby need 18-20 hours sleep each day.<br>. A pre-school child needs 12 or more.<br>. Primary school students (kindergarten and first graders) need around 10-12 hours a day.<br>. Old students need around 8-10 hours.<br>. Adults may not be as active and the body is not growing as rapdily or as much.<br>. Discuss sleep habits of the student's family and pets.<br>. Can discuss dreams here as well. | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student values maintaining good health by practicing healthy habits and behaviors.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-1 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension: Before lunch or snack, give time for students to wash their hands.<br><br>Title: Keeping Clean<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Children sing THIS IS THE WAY to the tune of HERE WE GO ROUND THE MULBERRY BUSH. "This is the way we wash out hands, so early in the morning."<br>Other verses: Wash our face. Brush our teeth. Comb our hair. Take a bath.<br>. Students discuss ways dirty clothes may be cleaned (washing by hand, by machine, taking clothes to cleaners).<br>. Discuss ways students can care for their clothes (clean clothes put away, hung in closets, dirty clothes put in hamper or special place to wait to be washed). | | District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student values maintaining good health by practicing healthy habits and behaviors.

State Goal | District Goal | Program Goal

Related Area(s) _____

| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Controlling Germs<br>Group Size: Entire class<br>Materials:<br><br>Procedure(s):<br>. Discuss the concept that illness is often caused by germs and that there are ways of controlling the spread of germs.<br>. Controlling the spread of germs from person to person: Cover mouth when coughing and sneezing, do not share eating or drinking utensils, wash carefully with soap and hot water after going to the bathroom and before eating.<br>. Controlling the spread of germs from foods: Washing all raw fruits and vegtables before eating them, cooking foods and preparing foods properly, storing foods properly including proper refrigeration (see following activity).<br><br>Materials: Agar plates, two glasses of milk.<br><br>Procedure(s):<br>. Secure agar plates. Observe and compare growth on agar plates of cultures from clean hands vs. dirty hands. Place thumb print and finger prints of clean hand on one agar and same from dirty hand on other agar plate. Allow germs to grow for a few days. Observe and discuss. (Tape lid so students cannot touch growing culture. After study is completed, be sure that plates are destroyed). | | District Resources |

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| Suggested Activities: Grade(s) 2-3 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| • To demonstrate the need for refrigeration in preserving foods, obtain two glasses of milk and leave the other outside at room temperature.<br><br>Compare the milk in each glass for several days noting the differences in appearance, texture and odor. Discuss how refrigeration inhibits growth of germs.<br><br>Title: Experiments in Washing<br>Group Size: Small groups<br>Materials: bottle of salad oil, cinnamon, salt, washing facilities, cold water, warm water and soap.<br><br>Procedure(s):<br>• Teacher makes a cassette describing the following experiments. Set up a table with materials. In small groups, students listen to cassettes and do experiments. (optional)<br>• Students wash hands with soap and water. Place salt on hands and try to rub off until none is visible. Touch the tongue to hands to show that salt still remains. Wash hands again with soap and water and touch tongue to hands to show that salt has been removed.<br>• Students rub a few drops of oil over their hands. Sprinkle some cinnamon on oiled hands. Check hands to see where cinnamon is located. Using only cold water, wash hands. Check and see if hands are now clean. Repeat above using warm water and soap, check hands again and compare to first washing. | | District Resources |

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student knows some factors which may effect the way people feel and act; e.g. illness, amount of sleep, amount of exercise, amount and type of food, cleanliness.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

| Suggested Activities: Grade(s) K-2 | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Title: Dress right<br>Group Size: Entire group, Small group, individual students<br>Materials: Large size cardboard cutout of a person, old clothes.<br><br>Procedure(s):<br>. Discuss dressing properly for the weather and for the occasion.<br>. Have a student or group of students dress the cardboard person appropriately for the day's weather conditions or for a particular occasion.<br>. Discuss how the cardboard person-or a real person might feel physically and pyschologically if he/she were improperly dressed, i.e., shorts and no shoes on a cold, rainy day, play clothes to a party or to school.<br>. Help students understand that often the way we are dressed influences the way we feel physically and the way we feel about ourselves (self-concept) and therefore, influences the way we act. | | Filmstrip:<br>--LET'S GET READY FOR SCHOOL. SVE, 1345 Diversey Parkway Chicago, IL 60614<br><br>District Resources |

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
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District Resources

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SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student knows that habits are consistant, repeated behaviors. C) The student knows some habits and behaviors that are or may be detrimental to good health; i.e., smoking, excessive eating, excessive drinking, eating and drinking the wrong foods.

State Goal | District Goal | Program Goal

Related Area(s) _____

## Suggested Activities: Grade(s) K-1

Title: Habit Choice
Group Size: Small groups or entire class
Materials: Two carboard boxes or similar small containers, construction paper, crayons.

Procedure(s):

- Have one group of students create a good habits box and one group a bad habits box. Complete with open smiling and frowning mouths, respectively.
- Have another group make up good and bad habits cards from habits list. (Approximately 3" X 5".)
- Play the habits game in which students pick a card and read the habit out loud. Then place the card in the good habits or bad habits box. Discuss the choice that each student makes and emphasize that throughout life the good/bad habit choice is up to him/her.
- Arrange habit cards on a desk or bulletin board or write them on the board (can be number coded).
- Have students choose and record (word or number) the habits they have now.
- Then have them choose and record the habits they would like to have and choose to have throughout their lives.
- Discuss acquiring new habits and breaking old ones-both good and bad.
  - The ways that people make and break habits.
  - The factors that influence making and breaking habits; e.g. friends, family, education and information, jobs and feelings.

## Suggested Monitoring Procedures

## Possible Resources

Book:
--Fisher, Carl. NOW I'M READY.
Pflaum/Standard
38 West Fifth St.
Dayton, OH 45402

Record:
--Posture Exercise, Keep the Germs Away, Cover your Mouth, Exercise Everyday, and Brush Away.
HEALTH AND SAFETY
Educational Activities
P.O. Box 392
Freeport, NY 11520

## District Resources

| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
|---|---|---|
| Extension:<br>. Students color paper plates. One happy face and one sad face (one face on each side possible). As teacher reads the habit, students respond by holding up happy or sad face to denote good or bad habit.<br>. Suggestions for Habit List of Cards:<br>. Eating fruits and vegtables.<br>. Eating lots of candy.<br>. Drinking milk and juice.<br>. Drinking pop and sweet drinks.<br>. Getting lots of rest.<br>. Getting lots of exercise.<br>. Going to bed late and getting up early.<br>. Washing hands and face regularly.<br>. Staying inside all the time.<br>. Taking regular baths and/or showers.<br>. Wearing clean clothes.<br>. Biting fingernails.<br>. Smoking.<br>. Dressing properly for weather.<br>. Covering your mouth when sneezing and coughing.<br>. Brushing teeth properly and regularly.<br>. Being courteous to others.<br>. Standing and sitting all slumped over.<br>. Combining and/or brushing hair, etc. | | District Resources |

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement _____

Student Learning Objective(s) A) The student knows some healthy habits and behaviors; i.e., adequate sleep, eating a variety of healthy foods, maintaining cleanliness, exercising, expressing feelings positively. B) The student knows that habits are consistant, repeated behaviors. C) The student knows some habits and behaviors that are or may be detrimental to good health; i.e., smoking, excessive eating, excessive drinking, eating and drinking the wrong foods.

State Goal ☐
District Goal ☐
Program Goal ☐

Related Area(s) _____

## Suggested Activities: Grade(s) K-2

Title: Good Habits
Group Size: Entire class
Materials:

Procedure(s):

- Write the word "Habits" on the board. Ask students to define the word and come up with a good definition. Write the definition on the board.
- Ask students to name some habits that they or others might have. When list is fairly long, discuss whether habit is a "good" habit or a "bad" habit. Discuss the concept that "good" habits are those which help us become and stay healthy, and "bad" habits are those which injure our health (our bodies) or may be dangerous to us (such as crossing the street without looking both ways).
- Develop a list of good habits for attaining and maintaining good health, i.e., eating properly.
- Develop a list of good habits for safety, i.e., crossing at cross walks, not playing with dangerous things.

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## Suggested Monitoring Procedures

Possible Definitions: Habit: A thing done often and, therefore, usually done easily. A thing done without a great deal of thought-an automatic action. A thing done repeatedly and consistantly.

Habit List: See following activity.

## Possible Resources

Book:
--Fisher, Carl. NOW I'M READY
Pflaum/Standard
38 West Fifth Street
Dayton, OH 45402

## District Resources

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| Suggested Activities: Grade(s) _____ | Suggested Monitoring Procedures | Possible Resources |
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| District Resources |
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